DOCUMENT RESUME

ED 157 419 HE 010 057

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TITLE Self-Evaluation Package. Designed to Meet Requirements of the Department of Health, Education and Welfare for Compliance by Institutions of Higher Education with Title IX of the Education Amendments of 1972 and Its Implementing Regulations.
INSTITUTION Utah State Univ., Logan. Affirmative Action/Equal Opportunity.
PUB DATE Jan 76
NOTE 424p.

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Affirmative Action; Equal Education; Equal Opportunities (Jobs); *Evaluation Methods; Federal Legislation; Federal Regulation; *Government School Relationship; *Higher Education; Laws; Legal Responsibility; Recordkeeping; *Self Evaluation
IDENTIFIERS *Compliance; *Educational Amendments 1972 Title IX; Institutional Evaluation

ABSTRACT

The Self-Evaluation Package is process-oriented. The material provides for an assessment of the current status of policies, procedures, forms, and publications, as well as documentation of the results of analyses, plans, and time-frames for corrective actions. The 16 individual packets contained in this Self-Evaluation Package can be distributed to specific officers or individuals responsible for programs or activities covered by the regulations. All packets are similar in their introductions, planning guides, and projection of corrective action section; but each contains different work sheets for analysis and documentation appropriate for that particular unit. Each packet also contains a copy of the sections of the Title IX regulations applying to that unit or program. The total Self- Evaluation Package offers institutions of higher learning a tool for completing the self-analysis and documentation required by law, and requires no initial training of staff to be implemented. Individual packets apply to: president's office and affirmative organizations; student recruitment; student health services; student housing; organizations; student recruitment; student health services; student housing; counseling and testing; placement office; graduate studies; admissions and records; business; athletics; women's athletics; health, physical education and recreation; personnel services; and deans of academic colleges. (LBH)

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ED157419

SELF-EVALUATION PACKAGE

Designed to meet Requirements of the Department of Health, Education and Welfare for Compliance by Institutions of Higher Education with Title IX of the Education Amendments of 1972 and its implementing regulations

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Judith M. Gappa

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Judith M. Gappa, Ed. D.

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Affirmative Action/Equal Opportunity Programs

Utah State University

Logan, Utah

HE 010 057

January, 1976

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Preface

Though implementing regulations for Title IX of the Education Amendments of 1972, require institutions of higher education to perform a self-evaluation of their current policies and practices regarding students and potential students, the regulations themselves do not contain guidelines for how the self-evaluation is to be done. Thus, institutions are faced with 1) interpreting the regulations, 2) assigning sections of the regulations to appropriate individuals and offices, and 3) designing the scope and format for the analysis.

In developing the Self-Evaluation Package, the staff of the Affirmative Action/Equal Opportunity Office felt that those offices most closely associated with student services and educational programs and activities were the most able to provide the necessary information, while the Affirmative Action/Equal Opportunity Program staff was the most knowledgeable about the new regulations. Development of the Self-Evaluation Package was a collaborative effort by the Affirmative Action/Equal Opportunity Office, consulting with appropriate departments as necessary. The entire package was reviewed and endorsed by the campus Status of Women Committee. Guiding principles in the development were to make the self-evaluation work sheets simple, yet complete; and to perform the dual function of educating the campus community as to the provisions of the law while collecting and analyzing the necessary information to be in compliance with the law.

The Self-Evaluation Package is process oriented. The first section of each packet provides for an assessment of the current status of policies, procedures, forms, and publications. The role of the Affirmative

Action/Equal Opportunity Office at this stage is to provide assistance to units involved in gathering information and completing work sheets. The second section of each packet serves to document the results of analyses and plans and time frames for corrective actions. The role of the Affirmative Action/Equal Opportunity Office in this stage is one of assisting and coordinating, so that corrective action plans in one area of the University will not conflict with plans in another. It is also the function of the Affirmative Action/Equal Opportunity Office and Advisory Councils to review analyses and corrective action plans to ensure that the University is in compliance with the law and its implementing regulations.

The Self-Evaluation Package contains 16 individual packets for distribution to specific offices/individuals who are responsible for programs or activities covered by the regulations. All packets are similar in their introductions, planning guides and projection of corrective action sections. However, each packet contains different work sheets for analysis and documentation appropriate for that particular unit. Each packet also contains a copy of the sections of the regulations applying to that unit or program. The total Self-Evaluation Package provides institutions of higher education with a tool for completing the self-analysis and documentation required by law, and requires no initial training of staff to be implemented.

It is recommended that men and women work together on each packet to complete analyses and project corrective actions; and that the Equal Opportunity Office or designated responsible individual on each campus serve as a coordinator and consultant to units involved, and subsequent

to completion of the packet, review and maintain documentation and monitor progress in implementing corrective action plans.

INDEX

Packet Title	Worksheets
President's Office Affirmative Action/Equal Opportunity Office	Dissemination of Policy and Designation of Responsible Employee Adoption of Grievance Procedure
Financial Aids	Forms in Use Financial Aids Analysis Sex-Restricted Financial Aids Policy and Procedures
Student Activities and Organizations	Student Organizations and Activities Analysis
Student Recruitment	Forms in Use Brochures and Other Publications in Use Recruitment Analysis Policy and Procedure
Student Health Services	Health Services
Student Housing	On-Campus Housing Analysis and Summary Listing of Off-Campus Housing
Counseling and Testing	Analysis of Counseling and Use of Appraisal and Counseling Materials
Placement Office	Forms in Use Equal Opportunity in Employment Assistance Placement Analysis
Graduate Studies	Policy and Procedure Forms in Use Financial Assistance Financial Assistance Administered by the School of Graduate Studies Graduate Admission Analysis
Admissions and Records	Policy and Procedures Forms in Use Undergraduate Admission Analysis
Business	Student Insurance Policy
Athletics	Assessment of Interests and Abilities Analysis of Athletics Program--Men's Analysis of Athletics Program--Men's and Women's Compensation and Assignment of Coaches Athletic Scholarships: Academic Year 1975-76

Women's Athletics	Analysis of Athletic Programs--Women's
Health, Physical Educ. and Recreation	Comparable Facilities Access to Course Offerings Analysis of Course Offerings and Activities and Programs
Personnel Services	Forms in Use Recruitment, Advertising, Compensation, Job Classification Student Employment Analysis
Deans of Academic Colleges	Admission of Students to Graduate Programs: Policy and Procedure Forms in Use Programs not Operated by Recipient Access to Course Offerings Financial Assistance Financial Assistnace Restricted to Members of a Particular Sex Financial Assistance not Restricted to Members of a Particular Sex
All pertinent packets	Publications/Brochures Evaluation Form

Packet #1

President's Office

Affirmative Action/Equal Opportunity Office

Worksheets in Packet #1

1A: Dissemination of Policy and Designation of Responsible Employee

1B: Adoption of Grievance Procedure

1C: Publications/Brochures Evaluation Form

TITLE IX

Individual Packet of Materials

for

Institutional Self-Analysis

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . "

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975

Introduction

Unit: _____

Person Responsible: _____

Date Packet Distributed: _____

Projected Date of Completion of Packet: _____

(All packets must be returned to the Affirmative Action/Equal Opportunity Office)

Packet Contents

	Page
Introduction	3
Instructions	4
Implementing Regulations	6
Section I:	
Analysis Description and Planning Guide Worksheets	7
Section II:	
Results of Analyses and Corrective Action Projected	
a) Publications/Brochures Analysis	16

Instructions

The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX. Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by

_____.

The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by _____.

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.

§ 86.8 Designation of responsible employee and adoption of grievance procedures.

(a) *Designation of responsible employee.* Each recipient shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to such recipient alleging its noncompliance with this part or alleging any actions which would be prohibited by this part. The recipient shall notify all its students and employees of the name, office address and telephone number of the employee or employees appointed pursuant to this paragraph.

(b) *Complaint procedure of recipient.* A recipient shall adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by this part.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.9 Dissemination of policy.

(a) *Notification of policy.* (1) Each recipient shall implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that is required by title IX and this part not to discriminate in such a manner. Such notification shall contain such information, and be made in such manner, as the Director finds necessary to apprise such persons of the protections against discrimination assured them by title IX and this part, but shall state at least that the requirement not to discriminate in education programs and activities extends to employment therein, and to admission thereto unless Subpart C does not apply to the recipient, and that inquiries concerning the application of title IX and this part to such recipient may be referred to the employee designated pursuant to § 86.8, or to the Director.

(2) Each recipient shall make the initial notification required by paragraph (a)(1) of this section within 90 days of the effective date of this part or of the date this part first applies to such recipient, whichever comes later, which notification shall include publication in: (i) Local newspapers; (ii) newspapers and magazines operated by such recipient or by student, alumnae, or alumni groups for or in connection with such recipient; and (iii) memoranda or other written communications distributed to every student and employee of such recipient.

(b) *Publications.* (1) Each recipient shall prominently include a statement of the policy described in paragraph (a) of this section in each announcement, bulletin, catalog, or application form which it makes available to any person of a type described in paragraph (a) of this section, or which is otherwise used in connection with the recruitment of students or employees.

(2) A recipient shall not use or distribute a publication of the type described in this paragraph which suggests, by text or illustration, that such recipient treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by this part.

(c) *Distribution.* Each recipient shall distribute without discrimination on the basis of sex each publication described in paragraph (b) of this section, and shall apprise each of its admission and employment recruitment representatives of the policy of nondiscrimination described in paragraph (a) of this section, and require such representatives to adhere to such policy.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

Section I
Analysis Description and Planning Guide

Unit: _____

Person Responsible: _____

Persons Completing the Analysis:

_____

_____

_____

_____

Comments: *(If applicable, include in your comments a general description of analyses and activities already underway or completed.)*

_____

_____

_____

_____

_____

_____

_____

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement

   ☐ Attached
   ☐ Non-existent
   ☐ Not Applicable
   ☐ Being developed; will be provided by _____ (date)

2. Current operating procedures

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

3. Forms in use

   ☐ Attached
   ☐ Not applicable; no forms exist
   ☐ Forms being revised; will be provided by _____ (date)

4. Publications in use

   ☐ Attached
   ☐ Not applicable; no publications exist
   ☐ Being developed; will be provided by _____ (date)

5. Worksheets

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

_____ _____
Signature Date

Worksheet #1A
Dissemination of Policy and Designation of Responsible Employee
Unit: President's Office/Affirmative Action/Equal Opportunity Office

Checklist

1. President designates name, office address and telephone number of employee responsible for institutional compliance with Title IX.

   Name _____

   Title _____

   Office Address _____

   _____

   _____

   Telephone Number _____

☐ 2. Policy statement developed (please see attached example of policy statement, page 11).

   Completion Date _____

☐ 3. Policy statement disseminated to the following:

   ☐ a. Department and division heads throughout the university for distrubtion to all their employees.

      Completion Date _____

   ☐ b. All students at the university

      Completion Date _____

   ☐ c. Recruitment sources which assist the university in locating prospective employees for the university.

      Completion Date _____

      Mailing list attached. ____ Yes ____ No

   ☐ d. Principals of all publicly-operated secondary schools within the state.

      Completion Date _____

Worksheet #1A (continued)
Dissemination of Policy and Designation of Responsible Employee
Unit: President's Office/Affirmative Action/Equal Opportunity Office

☐ 4. Request that university policy statement be published by editors of the following publications:

☐ a. Student newspaper

Name of publication _____

Date published _____

☐ b. Staff newsletter

Name of publication _____

Date published _____

☐ c. Any newspaper or magazine in which the university advertises employment openings or other news (includes local and major state newspapers).

Name of publication _____

Date published _____

Name of publication _____

Date published _____

Name of publication _____

Date published _____

Name of publication _____

Date published _____

☐ 5. Request to all university editors that equal opportunity clause appear consistently in any newspaper or magazine published by the university. (Sample statement: "Equal employment opportunity is for all university employees and students regardless of race, national origin, religion, sex, or age." For information, contact

_____
Name Location Phone Number

Completion date _____

(Attach a list of university publications in which the equal opportunity clause will appear.)

Worksheet #1A (continued)
Dissemination of Policy and Designation of Responsible Employee
Unit: President's Office/Affirmative Action/Equal Opportunity Office

☐ 6. Provide all university editors with

☐ a. Copies of booklet entitled "Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications" from McGraw-Hill or a similar publication. "Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications" is available from McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020. It may be reproduced in whole or in part without written permission provided that each such reproduction carries an acknowledgment to the McGraw-Hill Book Company.

☐ b. Worksheet entitled "Publications/Brochures Evaluation Form" to be completed by editors.

Editors	Completion Date

SAMPLE

Equal Educational Opportunity Policy

_____ is committed to providing
(Name of Institution)

equal educational and employment opportunity regardless of sex, marital or parental status, race, color, religion, age, or national origin. Title IX of the Educational Amendments of 1972, prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance by way of grant, contract, or loan. Title VI of the Civil Rights Act of .964, is similar in its prohibition of discrimination on the basis of race, color, or national origin. Equal educational opportunity includes: admission, recruitment, extracurricular programs and activities, housing, facilities, access to course offerings, counseling and testing, financial assistance, employment, health and insurance services, and athletics. _____
(Name of Institution)

is also committed to equal opportunities for the physically or mentally handicapped, in compliance with federal regulations.

Responsibility for equal employment and educational opportunity throughout the University rests with the President. The President has appointed _____ , and has assigned
(Name)

responsibility to her/him for promoting and encouraging progress in meeting the University's equal opportunity goals. All grievances, questions or requests for information should be referred to _____
(Name)

_____
(Location) (Phone Number)

_____
President

Worksheet #1B
Grievance Procedures
Unit: President's Office/Affirmative Action/Equal Opportunity Office

"The two principal functions of the grievance procedure are to determine whether institutional error has occurred and if so, what constitutes an appropriate redress for the grievant . . . Differences in institutional size, mission, student body, finances, mix of present employees, and attractiveness to potential employees . . . dictate that each institution establish its own policies and procedures."*

1. Does your institution maintain a written grievance procedure which is available to

	Yes	No	Attached	Being Developed
a. Faculty?	☐	☐	☐	☐
b. Professional staff?	☐	☐	☐	☐
c. Non-professional staff?	☐	☐	☐	☐
d. Students?	☐	☐	☐	☐
e. Applicants for staff or faculty positions?	☐	☐	☐	☐
f. Applicants for student admission?	☐	☐	☐	☐

If "yes" to any of the above, please attach grievance procedure and evaluate the existing procedure according to items 2-6 which describe necessary criteria for an adequate grievance procedure. If "no" to any of the above, items 2-6 will serve as a guide in the development of institutional grievance procedure.

A time frame should be defined for each step of the grievance procedure. This refers to time intervals. Promptness is desirable for the grievant and the institution and is an element of equity.

2. Does each grievance procedure provide for an "informal procedure" whereby the grievant and supervisor(s)/superior(s) attempt to resolve the problem or request assistance from the Affirmative Action/Equal Opportunity Office before appealing to a formal mechanism?

_____Yes _____No _____Attached _____Being Developed

---

* These quotes and subsequent definitions are taken from: "Grievance Procedures: A Working Paper" prepared for the Commission on Academic Affairs, American Council on Education by W. Todd Furniss (August, 1975). It is recommended that this document be consulted in its entirety and that grievance procedures be reviewed and endorsed by the university or college attorney or legal consultant.

Worksheet #1B (continued)
Grievance Procedures
Unit: President's Office/Affirmative Action/Equal Opportunity Office

3. Does each grievance procedure contain a provision for the filing of a "written complaint"?

   Written complaint--A provision that, when informal procedures as outlined in item 2 have failed to resolve a conflict, the grievant will indicate in writing to an appropriate person or committee (usually the Affirmative Action/Equal Opportunity Officer) the nature of the complaint, the evidence on which it is based, and the redress sought.

   _____Yes _____No _____Attached _____Being Developed

   Does the procedure contain:

	Yes	No	Attached	Being Developed
a. Identification in writing of person to contact?	☐	☐	☐	☐
b. Procedure by which person investigates complaint and attempts a resolution?	☐	☐	☐	☐
c. Time frame for filing a written complaint?	☐	☐	☐	☐

4. Does each grievance procedure contain a written provision for a "grievance committee"?

   Grievance committee--Refers to an individual, a committee, or a combination of the two, whose functions are to consider the written complaint and to make recommendations to the appropriate official or to refer it to where it can be resolved.

   _____Yes _____No _____Attached _____Being Developed

   Does the above include description of:

	Yes	No	Attached	Being Developed
a. Identification of committee and how established?	☐	☐	☐	☐
b. Procedure by which complaint is considered?	☐	☐	☐	☐
c. Procedure by which resolution is attempted?	☐	☐	☐	☐
d. Time frame for operation of grievance committee?	☐	☐	☐	☐

Worksheet #1B (continued)
Grievance Procedures
Unit: President's Office/Affirmative Action/Equal Opportunity Office

5. Does each grievance procedure contain a provision for the establishment of a "hearing committee"?

   Hearing committee--Refers to a committee especially established to consider a particular case in which it is mandatory or desirable to provide for a quasi-judicial process, and where major policy issues or recommendations concerning sanctions are involved.

   _____Yes _____No _____Attached _____Being Developed

   Does the above include descriptions of:

	Yes	No	Attached	Being Developed
a. Identification of committee and how it is appointed?	☐	☐	☐	☐
b. Procedure by which complaint is considered?	☐	☐	☐	☐
c. Procedure by which complaint is resolved?	☐	☐	☐	☐
d. Time frame for hearing process?	☐	☐	☐	☐

6. For questions 3, 4, and 5, does each step in the grievance procedure include a provision for the keeping of records including:

   Keeping of records--Refers to documentation of nature of complaint, attempts made to resolve it (meetings, hearings), and resolution.

	Yes	No	Attached	Being Developed
a. Who keeps such records?	☐	☐	☐	☐
b. What they contain (description of nature of complaint)?	☐	☐	☐	☐
c. Documentation of meetings/hearings held in an attempt to resolve complaints?	☐	☐	☐	☐

7. For questions 3, 4, and 5, does each step in the grievance procedure include a provision for the maintenance of confidentiality of the grievant and all records?

   _____Yes _____No _____Attached _____Being Developed

8. If applicable to your institution, does each procedure contain provision for arbitration including how arbitration body or person is established if necessary?

   Provision for arbitration--A procedure in which an unresolved case is referred to an arbitrator or body of arbitrators acceptable to both grievant and institution.

   _____Yes _____No _____Attached _____Being Developed

Worksh[illegible] #IC
Publications/Brochures Evaluation Form
Unit: President's Office/Affirmative Action/Equal Opportunity Office

Name of Publication: _____ Date Published: _____
Purpose of the Publication: _____
Unit Disseminating the Publication: _____

CRITERIA*	TEXT				PHOTOGRAPHS			
	Outstanding	Acceptable	Not Acceptable	Not Applicable	Outstanding	Acceptable	Not Acceptable	Not Applicable
Roles of Men and Women								
1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.								
2. Girls and boys are shown as having diversified career options.								
3. Women are depicted in a wide variety of professions.								
4. Women and girls are shown as active participants with men and boys, not as passive observers.								
Portrayals of Men and Women								
5. Women and men are portrayed with approximately equal frequency.								
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.								
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.								
8. Women and men are treated with the same respect and dignity.								
9. In recruiting materials, women are equally sought after as men.								
10. Women are portrayed as positive role models.								
Language Considerations:								
11. Use of language includes both men and women, and is non-sexist.								
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals they or them.								
13. Use of the generic term "men" is shown to include women through pictures and examples.								
Ethnic Minorities								
14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.								
15. Ethnic minorities are depicted positively as citizens, students, and potential students.								

* Based upon McGraw Hill Book Company's guidelines for their publications.

Signature _____ Date _____

Section II

Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

☐ 1. Non-Applicable

☐ 2. Results of analyses indicate no corrective action required

☐ 3. Further analysis required

- ☐ a. Assistance requested
- ☐ b. Assistance not needed
- c. Date further analysis will be complete:

_____

- d. Person(s) conducting further analysis

_____

_____

_____

- e. Description of analysis:

_____

_____

_____

_____

_____

_____

_____

☐ 4. Corrective action required

- a. Person(s) taking corrective action

_____ _____

_____ _____

- b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

- c. Description of corrective actions(s) (Include actions already completed or in progress.)

_____

_____

_____

_____

_____

_____

_____

_____

16

Comments: _____

_____

_____ _____

Signature Date

Packet #2

Financial Aids Office

Worksheets in Packet #2*

2A: Forms in Use

2B: Financial Aids Analysis

2C: Sex-Restricted Financial Aids

2D: Policy and Procedures

2E: Publications/Brochures Evaluation Form

* Financial assistance administered by the School of Graduate Studies will be documented by them.

TITLE IX

Individual Packet of Materials

for

Institutional Self-Analysis

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . "

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(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975

Introduction

Unit: _____

Person Responsible: _____

Date Packet Distributed: _____

Projected Date of Completion of Packet: _____

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by _____.)

Packet Contents

Page

Introduction 2

Instructions 4

Implementing Regulations 6

Section I:

Analysis Description and Planning Guide Worksheets 7

Section II:

Results of Analyses and Corrective Action Projected

a) Policy Statements 16

b) Current Operating Procedures 17

c) Forms 18

d) Publications/Brochures Analysis 19

e) Analyses 20

Instructions

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It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.

§ 86.37 Financial assistance.

(a) *General.* Except as provided in paragraphs (b), (c) and (d) of this section, in providing financial assistance to any of its students, a recipient shall not: (1) On the basis of sex, provide different amount or types of such assistance, limit eligibility for such assistance which is of any particular type or source, apply different criteria, or otherwise discriminate; (2) through solicitation, listing, approval, provision of facilities or other services, assist any foundation, trust, agency, organization, or person which provides assistance to any of such recipient's students in a manner which discriminates on the basis of sex; or (3) apply any rule or assist in application of any rule concerning eligibility for such assistance which treats persons of one sex differently from persons of the other sex with regard to marital or parental status.

(b) *Financial aid established by certain legal instruments.* (1) A recipient may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established pursuant to domestic or foreign wills, trusts, bequests, or similar legal instruments or by acts of a foreign government which requires that awards be made to members of a particular sex specified therein; *Provided*, that the overall effect of the award of such sex-restricted scholarships, fellowships, and other forms of financial assistance does not discriminate on the basis of sex.

(2) To ensure nondiscriminatory awards of assistance as required in subparagraph (b)(1) of this paragraph, recipients shall develop and use procedures under which:

(i) Students are selected for award of financial assistance on the basis of nondiscriminatory criteria and not on the basis of availability of funds restricted to members of a particular sex;

(ii) An appropriate sex-restricted scholarship, fellowship, or other form of financial assistance is allocated to each student selected under subparagraph (b)(2)(i) of this paragraph; and

(iii) No student is denied the award for which he or she was selected under subparagraph (b)(2)(i) of this paragraph because of the absence of a scholarship, fellowship, or other form of financial assistance designated for a member of that student's sex.

(c) *Athletic scholarships.* (1) To the extent that a recipient awards athletic scholarships or grants-in-aid, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics.

(2) Separate athletic scholarships or grants-in-aid for members of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with this paragraph and § 86.41 of this part.

Section I
Analysis Description and Planning Guide

Unit: _____

Person Responsible: _____

Persons Completing the Analysis:

_____

_____

_____

_____

Comments: *(If applicable, include in your comments a general description of analyses and activities already underway or completed.)*

_____

_____

_____

_____

_____

_____

_____

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement

   ☐ Attached
   ☐ Non-existent
   ☐ Not Applicable
   ☐ Being developed; will be provided by _____ (date)

2. Current operating procedures

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

3. Forms in use

   ☐ Attached
   ☐ Not applicable; no forms exist
   ☐ Forms being revised; will be provided by _____ (date)

4. Publications in use

   ☐ Attached
   ☐ Not applicable; no publications exist
   ☐ Being developed; will be provided by _____ (date)

5. Worksheets

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

_____ _____

Signature Date

Worksheet #2A
Forms in Use
Unit: Financial Aids Office

Names of Forms Used by Financial Aids Office	Is Marital Status of Student Asked on Form? Yes/No	Is Parental Status of Student Asked on Form? Yes/No

Signature _____ Date _____

Worksheet #2B
Financial Aids Analysis
Unit: Financial Aids Office

UNDERGRADUATE AID

Types of Aid	Total Dollars Available	Total Number Receiving Aid	MALE Dollars	MALE Number	MALE Percent	FEMALE Dollars	FEMALE Number	FEMALE Percent
Work-Study								
Loans								
Federal								
FISL								
Grant								
SEOG								
BOG								
State Legislative Funds								
Student Incentive								
Tuition Waiver								
Scholarship								
TOTAL								

Signature

Date

Worksheet #2B (continued)
Financial Aids Analysis
Unit: Financial Aids Office

GRADUATE AID

Types of Aid	Total Dollars Available	Total Number Receiving Aid	MALE Dollars	MALE Number	MALE Percent	FEMALE Dollars	FEMALE Number	FEMALE Percent
Work-Study								
Loans								
Federal								
FISL								
Tuition Waiver								
Scholarship								
TOTAL								

Signature

Date

10

Worksheet #2C
Sex-Restricted Scholarships and Grants
Unit: Financial Aids Office

Names of Sex-Restricted Scholarships Administered by Financial Aids Office	Recipient Male? Female?	Dollar Value	Comments

1975-76 Summary

Total Number _____ Number Awarded to Males _____ Number Awarded to Females _____

Total Dollars _____ Dollars _____ Dollars _____

_____ _____

Signature Date

Worksheet #2D
Policy and Procedures
Unit: Financial Aids Office

1. How are students and prospective students notified of the availability of financial aids administered by your office. Please describe (attach any pertinent information):

2. What is the process by which students apply for financial assistance through the Financial Aids Office? (Attach any pertinent information.)

Worksheet #2D (continued)
Policy and Procedures
Unit: Financial Aids Office

3. Please describe the process by which an application for financial assistance is reviewed, evaluated, and acted upon. Attach additional information if necessary.

4. Please describe the process by which in-state tuition waivers are granted:

Worksheet #2D (continued)
Policy and Procedures
Unit: Financial Aids Office

5. Please describe the process by which scholarship awards are made. Attach additional information if necessary.

6. Does the financial aids office administer any scholarships or financial assistance whose source if a foreign will or trust? (Please see implementing regulations.)

_____ Yes

_____ No

_____ _____
Signature Date

Worksh[illegible] #2E
Public[illegible]ons/Brochures Evaluation Form
Unit: Financial Aids

Name of Publication: _____ Date Published: _____
Purpose of the Publication: _____
Unit Disseminating the Publication: _____

CRITERIA*	TEXT				PHOTOGRAPHS			
	Outstanding	Acceptable	Not Acceptable	Not Applicable	Outstanding	Acceptable	Not Acceptable	Not Applicable
Roles of Men and Women								
1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.								
2. Girls and boys are shown as having diversified career options.								
3. Women are depicted in a wide variety of professions.								
4. Women and girls are shown as active participants with men and boys, not as passive observers.								
Portrayals of Men and Women								
5. Women and men are portrayed with approximately equal frequency.								
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.								
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.								
8. Women and men are treated with the same respect and dignity.								
9. In recruiting materials, women are equally sought after as men.								
10. Women are portrayed as positive role models.								
Language Considerations:								
11. Use of language includes both men and women, and is non-sexist.								
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals they or them.								
13. Use of the generic term "men" is shown to include women through pictures and examples.								
Ethnic Minorities								
14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.								
15. Ethnic minorities are depicted positively as citizens, students, and potential students.								

15

* Based upon McGraw Hill Book Company's guidelines for their publications.

Signature _____ Date _____

Section II

Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

_____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

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_____ _____

  b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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_____ _____

Signature Date

Section [illegible] (continued)
Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

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  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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Signature Date

Section II (continued)
Results of Analyses and Corrective Actions Projected

FORMS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

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  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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Signature Date

Section II (continued)
Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

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  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

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  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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19

Comments: _____

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_____ _____

Signature Date

Section II (continued)
Results of Analyses and Corrective Actions Projected

ANALYSES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

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  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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20

Comments: _____

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Signature Date

TITLE IX

Individual Packet of Materials

for

Institutional Self-Analysis

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . "

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975

Introduction

Unit: _____

Person Responsible: _____

Date Packet Distributed: _____

Projected Date of Completion of Packet: _____

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by _____.)

Packet Contents

Page

Introduction 2

Instructions 4

Implementing Regulations 6

Section I:

Analysis Description and Planning Guide Worksheets 7

Section II:

Results of Analyses and Corrective Action Projected

a) Policy Statements 10

b) Current Operating Procedures 11

c) Forms 12

d) Publications/Brochures Analysis 13

e) Analyses 14

Instructions

The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX. Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by

_____.

The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section 1 be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by _____.

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.

Subpart D—Discrimination on the Basis of Sex in Education Programs and Activities Prohibited

§ 86.31 Education programs and activities.

(a) *General.* Except as provided elsewhere in this part, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient which receives or benefits from Federal financial assistance. This subpart does not apply to actions of a recipient in connection with admission of its students to an education program or activity of (1) a recipient to which Subpart C does not apply, or (2) an entity, not a recipient, to which Subpart C would not apply if the entity were a recipient.

(b) *Specific prohibitions.* Except as provided in this subpart, in providing any aid, benefit, or service to a student, a recipient shall not, on the basis of sex:

(1) Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;

(2) Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;

(3) Deny any person any such aid, benefit, or service;

(4) Subject any person to separate or different rules of behavior, sanctions, or other treatment;

(5) Discriminate against any person in the application of any rules of appearance;

(6) Apply any rule concerning the domicile or residence of a student or applicant, including eligibility for in-state fees and tuition;

(7) Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;

(8) Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

(c) *Assistance administered by a recipient educational institution to study at a foreign institution.* A recipient educational institution may administer or assist in the administration of scholarships, fellowships, or other awards established by foreign or domestic wills, trusts, or similar legal instruments, or by acts of foreign governments and restricted to members of one sex, which are designed to provide opportunities to study abroad, and which are awarded to students who are already matriculating at or who are graduates of the recipient institution; *Provided*, a recipient educational institution which administers or assists in the administration of such scholarships, fellowship, or other awards which are restricted to members of one sex provides, or otherwise makes available reasonable opportunities for similar studies for members of the other sex. Such opportunities may be derived from either domestic or foreign sources.

(d) *Programs not operated by recipient.* (1) This paragraph applies to any recipient which requires participation by any applicant, student, or employee in any education program or activity not operated wholly by such recipient, or which facilitates, permits, or considers such participation as part of or equivalent to an education program or activity operated by such recipient, including participation in educational consortia and cooperative employment and student-teaching assignments.

(2) Such recipient:

(i) Shall develop and implement a procedure designed to assure itself that the operator or sponsor of such other education program or activtiy takes no action affecting any applicant, student, or employee of such recipient which this part would prohibit such recipient from taking; and

(ii) Shall not facilitate, require, permit, or consider such participation if such action occurs.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

Section I
Analysis Description and Planning Guide

Unit: _____

Person Responsible: _____

Persons Completing the Analysis:

_____

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_____

Comments: *(If applicable, include in your comments a general description of analyses and activities already underway or completed.)*

_____

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Contents of Analysis: (check all appropriate boxes)

1. Current policy statement

   ☐ Attached
   ☐ Non-existent
   ☐ Not Applicable
   ☐ Being developed; will be provided by _____ (date)

2. Current operating procedures

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

3. Forms in use

   ☐ Attached
   ☐ Not applicable; no forms exist
   ☐ Forms being revised; will be provided by _____ (date)

4. Publications in use

   ☐ Attached
   ☐ Not applicable; no publications exist
   ☐ Being developed; will be provided by _____ (date)

5. Worksheets

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

_____ _____
Signature Date

Worksheet #3A
Student Organizations and Activities Analysis
Unit: Student Activities and Organizations

**Names of Sex Restricted Organizations	Faculty Sponsors #	Faculty Sponsors Hours/Week	Facilities Used Building & Room	Facilities Used Hours/Week	Administrative Staff # Full-Time # Part-Time	Administrative Staff Hours/Week	*Total Budget Allocated From University Sources

Signature

Date

65

66

* Include budget allocated for staff, students, and activities.
**Include those whose membership policies have changed since July, 1975, to allow participation by both sexes and place ** after each.

Worksheet #3B
Publications/Brochures Evaluation Form
Unit: Student Activities and Organizations

Name of Publication: _____ Date Published: _____
Purpose of the Publication: _____
Unit Disseminating the Publication: _____

CRITERIA*	TEXT				PHOTOGRAPHS			
	Outstanding	Acceptable	Not Acceptable	Not Applicable	Outstanding	Acceptable	Not Acceptable	Not Applicable
Roles of Men and Women								
1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.								
2. Girls and boys are shown as having diversified career options.								
3. Women are depicted in a wide variety of professions.								
4. Women and girls are shown as active participants with men and boys, not as passive observers.								
Portrayals of Men and Women								
5. Women and men are portrayed with approximately equal frequency.								
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.								
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.								
8. Women and men are treated with the same respect and dignity.								
9. In recruiting materials, women are equally sought after as men.								
10. Women are portrayed as positive role models.								
Language Considerations:								
11. Use of language includes both men and women, and is non-sexist.								
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals they or them.								
13. Use of the generic term "men" is shown to include women through pictures and examples.								
Ethnic Minorities								
14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.								
15. Ethnic minorities are depicted positively as citizens, students, and potential students.								

6

* Based upon McGraw Hill Book Company's guidelines for their publications.

Signature _____ Date _____

Section II

Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

☐ 1. Non-Applicable

☐ 2. Results of analyses indicate no corrective action required

☐ 3. Further analysis required

- ☐ a. Assistance requested
- ☐ b. Assistance not needed
- c. Date further analysis will be complete:

_____

- d. Person(s) conducting further analysis

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- e. Description of analysis:

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☐ 4. Corrective action required

- a. Person(s) taking corrective action

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_____ _____

- b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

- c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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Signature Date

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Section II (continued)
Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

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  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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Signature Date

Section II (continued)
Results of Analyses and Corrective Actions Projected

FORMS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

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  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

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  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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Signature Date

Section II (continued)
Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

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  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

_____ _____

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  b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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Signature Date

Section (continued)

Results of Analyses and Corrective Actions Projected

ANALYSES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

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  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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Signature Date

77

78

TITLE IX

Individual Packet of Materials

for

Institutional Self-Analysis

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . "

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975

Introduction

Unit: _____

Person Responsible: _____

Date Packet Distributed: _____

Projected Date of Completion of Packet: _____

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by _____.)

Packet Contents

Page

Introduction 2

Instructions 4

Implementing Regulations 6

Section I:

Analysis Description and Planning Guide Worksheets 7

Section II:

Results of Analyses and Corrective Action Projected

a) Policy Statements 12

b) Current Operating Procedures 13

c) Forms 14

d) Publications/Brochures Analysis 15

e) Analyses 16

Instructions

The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX. Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by

_____.

The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by _____.

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.

§ 86.21 Admission.

(a) *General.* No person shall, on the basis of sex, be denied admission, or be subjected to discrimination in admission, by any recipient to which this subpart applies, except as provided in §§ 86.16 and 86.17.

(b) Specific prohibitions. (1) In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this Subpart applies shall not:

(i) Give preference to one person over another on the basis of sex, by ranking applicants separately on such basis, or otherwise;

(ii) Apply numerical limitations upon the number or proportion of persons of either sex who may be admitted; or

(iii) Otherwise treat one individual differently from another on the basis of sex.

(2) A recipient shall not administer or operate any test or other criterion for admission which has a disproportionately adverse effect on persons on the basis of sex unless the use of such test or criterion is shown to predict validly success in the education program or activity in question and alternative tests or criteria which do not have such a disproportionately adverse effect are shown to be unavailable.

(c) *Prohibitions relating to marital or parental status.* In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this subpart applies:

(1) Shall not apply any rule concerning the actual or potential parental, family, or marital status of a student or applicant which treats persons differently on the basis of sex;

(2) Shall not discriminate against or exclude any person on the basis of pregnancy, childbirth, termination of pregnancy, or recovery therefrom, or establish or follow any rule or practice which so discriminates or excludes;

(3) Shall treat disabilities related to pregnancy, childbirth, termination of pregnancy, or recovery therefrom in the same manner and under the same policies as any other temporary disability or physical condition; and

(4) Shall not make pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is "Miss" or "Mrs." A recipient may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.22 Preference in admission.

A recipient to which this subpart applies shall not give preference to applicants for admission, on the basis of attendance at any educational institution or other school or entity which admits as students or predominantly members of one sex, if the giving of such preference has the effect of discriminating on the basis of sex in violation of this subpart.

§ 86.23 Recruitment.

(a) *Nondiscriminatory recruitment.* A recipient to which this subpart applies shall not discriminate on the basis of sex in the recruitment and admission of students. A recipient may be required to undertake additional recruitment efforts for one sex as remedial action pursuant to § 86.3(a), and may choose to undertake such efforts as affirmative action pursuant to § 86.3(b).

(b) *Recruitment at certain institutions.* A recipient to which this subpart applies shall not recruit primarily or exclusively at educational institutions, schools or entities which admit as students only or predominantly members of one sex, if such actions have the effect of discriminating on the basis of sex in violation of this subpart.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

Section I
Analysis Description and Planning Guide

Unit: _____

Person Responsible: _____

Persons Completing the Analysis:

_____

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Comments: *(If applicable, include in your comments a general description of analyses and activities already underway or completed.)*

_____

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Contents of Analysis: (check all appropriate boxes)

1. Current policy statement

   ☐ Attached
   ☐ Non-existent
   ☐ Not Applicable
   ☐ Being developed; will be provided by _____ (date)

2. Current operating procedures

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

3. Forms in use

   ☐ Attached
   ☐ Not applicable; no forms exist
   ☐ Forms being revised; will be provided by _____ (date)

4. Publications in use

   ☐ Attached
   ☐ Not applicable; no publications exist
   ☐ Being developed; will be provided by _____ (date)

5. Worksheets

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

_____ _____
Signature Date

Worksheet #4A
Forms in Use
Unit: Recruitment Office

Please list names of all forms in use by the Recruitment Office (this includes any forms completed by prospective students--attach all forms).

Forms	Inquiry as to Marital Status Yes/No	Inquiry as to Parental Status Yes/No

Signature _____ Date _____

Worksh[illegible] #4B
Public[illegible]ons/Brochures Evaluation Form
Unit: Recruitment Office

Name of Publication: _____ Date Published: _____
Purpose of the Publication: _____
Unit Disseminating the Publication: _____

CRITERIA*

	TEXT				PHOTOGRAPHS			
	Outstanding	Acceptable	Not Acceptable	Not Applicable	Outstanding	Acceptable	Not Acceptable	Not Applicable
Roles of Men and Women								
1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.								
2. Girls and boys are shown as having diversified career options.								
3. Women are depicted in a wide variety of professions.								
4. Women and girls are shown as active participants with men and boys, not as passive observers.								
Portrayals of Men and Women								
5. Women and men are portrayed with approximately equal frequency.								
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.								
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.								
8. Women and men are treated with the same respect and dignity.								
9. In recruiting materials, women are equally sought after as men.								
10. Women are portrayed as positive role models.								
Language Considerations:								
11. Use of language includes both men and women, and is non-sexist.								
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals they or them.								
13. Use of the generic term "men" is shown to include women through pictures and examples.								
Ethnic Minorities								
14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.								
15. Ethnic minorities are depicted positively as citizens, students, and potential students.								

6

* Based upon McGraw Hill Book Company's guidelines for their publications.

Signature _____ Date _____

87

Worksheet #4C
Recruitment Analysis
Unit: Recruitment Office

1. Institutions at which recruitment of students is conducted:

   Number of public coeducational _____

   Number of private coeducational _____

   Number of public single-sex _____

   Number of private single-sex _____

2. Total number of students or prospective students who visited the campus as a result of contacts made by the Recruitment Office:

	#	%
Total Number	_____	
Female	_____	_____%
Male	_____	_____%

3. Please list names of persons hired by the Recruitment Office to recruit:

Name	Sex	Student/ Non-Student	Part-Time or Full-Time
_____	___	_____	_____
_____	___	_____	_____
_____	___	_____	_____
_____	___	_____	_____
_____	___	_____	_____
_____	___	_____	_____
_____	___	_____	_____

_____ _____
Signature Date

Worksheet #4D
Policy and Procedure
Unit: Recruitment Office

1. Please use this sheet to provide a general description of how prospective students are recruited by the Recruitment Office. Include school visitation programs, career days, and follow up activities for prospective students.

Signature _____ Date _____

Section II
Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

  _____

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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_____ _____

Signature Date

91

92

Section VI (continued)
Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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_____ _____

Signature Date

Section II (continued)
Results of Analyses and Corrective Actions Projected

FORMS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

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  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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14

Comments: _____

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_____ _____

Signature Date

Section VI (continued)
Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

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  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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_____ _____
Signature Date

Section [illegible] (continued)

Results of Analyses and Corrective Actions Projected

ANALYSES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

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  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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Signature 99 _____ Date

TITLE IX

Individual Packet of Materials

for

Institutional Self-Analysis

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . "

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975

Introduction

Unit: _____

Person Responsible: _____

Date Packet Distributed: _____

Projected Date of Completion of Packet: _____

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by _____.)

Packet Contents

	Page
Introduction	2
Instructions	4
Implementing Regulations	6
Section I:	
Analysis Description and Planning Guide Worksheets	7
Section II:	
Results of Analyses and Corrective Action Projected	
a) Policy Statements	9
b) Current Operating Procedures	10
c) Forms	11
d) Analyses	12

Instructions

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The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX. Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by

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It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.

§ 86.39 Health and insurance benefits and services.

In providing a medical, hospital, accident, or life insurance benefit, service, policy, or plan to any of its students, a recipient shall not discriminate on the basis of sex, or provide such benefit, service, policy, or plan in a manner which would violate Subpart E if it were provided to employees of the recipient. This section shall not prohibit a recipient from providing any benefit or service which may be used by a different proportion of students of one sex than of the other, including family planning services. However, any recipient which provides full coverage health service shall provide gynecological care.

Section I
Analysis Description and Planning Guide

Unit: _____

Person Responsible: _____

Persons Completing the Analysis:

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Comments: *(If applicable, include in your comments a general description of analyses and activities already underway or completed.)*

_____

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Contents of Analysis: (check all appropriate boxes)

1. Current policy statement

   ☐ Attached
   ☐ Non-existent
   ☐ Not Applicable
   ☐ Being developed; will be provided by _____ (date)

2. Current operating procedures

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

3. Forms in use

   ☐ Attached
   ☐ Not applicable; no forms exist
   ☐ Forms being revised; will be provided by _____ (date)

4. Publications in use

   ☐ Attached
   ☐ Not applicable; no publications exist
   ☐ Being developed; will be provided by _____ (date)

5. Worksheets

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

_____ _____

Signature Date

Worksheet #5A
Health Services
Unit: Student Health Services

1. In providing health services to any students, does the Office of Student Health Services provide any services that discriminate on the basis of sex?

   _____ Yes

   _____ No

2. Do a disproportionate number of students of one sex use the services of the office of Student Health Services?

   _____ Yes

   _____ No

   If "Yes," please describe.

   _____

   _____

   _____

   _____

   _____

3. Please briefly describe the health services offered, including whether or not the University provides full or partial health care. (Please include attachments if necessary.)

   _____

   _____

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_____ _____
Signature Date

Section II

Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

_____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

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_____ _____

  b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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Signature Date

Section [illegible] (continued)

Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

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  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

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  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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Signature Date

Section VI (continued)
Results of Analyses and Corrective Actions Projected

FORMS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

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  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

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  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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Signature Date

Section [illegible] (continued)
Results of Analyses and Corrective Actions Projected

ANALYSIS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

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  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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Signature Date

Section II (continued)
Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

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  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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13

Comments: _____

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Signature Date

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TITLE IX

Individual Packet of Materials

for

Institutional Self-Analysis

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . "

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975

Introduction

Unit: _____

Person Responsible: _____

Date Packet Distributed: _____

Projected Date of Completion of Packet: _____

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by _____.)

Packet Contents

Page

Introduction 2

Instructions 4

Implementing Regulations 6

Section I:

Analysis Description and Planning Guide Worksheets 7

Section II:

Results of Analyses and Corrective Action Projected

a) Policy Statements 11

b) Current Operating Procedures 12

c) Forms 13

d) Publications/Brochures Analysis 14

e) Analyses 15

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_____.

The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by _____.

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.

§ 86.32 Housing.

(a) *Generally.* A recipient shall not, on the basis of sex, apply different rules or regulations, impose different fees or requirements, or offer different services or benefits related to housing, except as provided in this section (including housing provided only to married students).

(b) *Housing provided by recipient.* (1) A recipient may provide separate housing on the basis of sex.

(2) Housing provided by a recipient to students of one sex, when compared to that provided to students of the other sex, shall be as a whole:

(i) Proportionate in quantity to the number of students of that sex applying for such housing; and

(ii) Comparable in quality and cost to the student.

(c) *Other housing.* (1) A recipient shall not, on the basis of sex, administer different policies or practices concerning occupancy by its students of housing other than provided by such recipient.

(2) A recipient which, through solicitation, listing, approval of housing, or otherwise, assists any agency, organization, or person in making housing available to any of its students, shall take such reasonable action as may be necessary to assure itself that such housing as is provided to students of one sex, when compared to that provided to students of the other sex, is as a whole: (i) Proportionate in quantity and (ii) comparable in quality and cost to the student. A recipient may render such assistance to any agency, organization, or person which provides all or part of such housing to students only of one sex.

(Secs. 901, 902, 907, Education Amendments of 1972, 86 Stat. 373, 374, 375, 20 U.S.C. 1681, 1682, 1686)

Section I
Analysis Description and Planning Guide

Unit: _____

Person Responsible: _____

Persons Completing the Analysis:

_____

_____

_____

_____

Comments: *(If applicable, include in your comments a general description of analyses and activities already underway or completed.)*

_____

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_____

_____

_____

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement

   ☐ Attached
   ☐ Non-existent
   ☐ Not Applicable
   ☐ Being developed; will be provided by _____ (date)

2. Current operating procedures

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

3. Forms in use

   ☐ Attached
   ☐ Not applicable; no forms exist
   ☐ Forms being revised; will be provided by _____ (date)

4. Publications in use

   ☐ Attached
   ☐ Not applicable; no publications exist
   ☐ Being developed; will be provided by _____ (date)

5. Worksheets

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

_____ _____
Signature Date

Worksheet #6A
On Campus Housing
Unit: Housing Office

Residence Halls	Male/Female Occupancy	Cost Per Quarter	Year Operation Began	Total # of Students Applying for On-Campus Housing	Percent Male	Percent Female	Total # of Students Housed	Percent Male	Percent Female

TOTAL NUMBER OF STUDENTS _____ Percent Male _____ Percent Female _____

Signature _____ Date _____

Worksheet #6B
Listing of Off-Campus Housing
Unit: Housing Office

1. In the listing and approval of off-campus housing, is there a proportionate amount of such off-campus housing available to members of each sex when such listings specify that occupancy is restricted to members of a particular sex?

_____ Yes

_____ No

If yes, is off-campus housing

a. Proportionate in quantity?

_____ Yes

_____ No

b. Comparable in quality and cost to the student

_____ Yes

_____ No

_____ Average cost to the student

Comments:

_____

_____

_____

_____

_____

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_____

_____

_____ _____
Signature Date

Workshop #6C
Publications/Brochures Evaluation Form
Unit: Housing Office

Name of Publication: _____ Date Published: _____
Purpose of the Publication: _____
Unit Disseminating the Publication: _____

CRITERIA*	TEXT				PHOTOGRAPHS			
	Outstanding	Acceptable	Not Acceptable	Not Applicable	Outstanding	Acceptable	Not Acceptable	Not Applicable
Roles of Men and Women								
1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.								
2. Girls and boys are shown as having diversified career options.								
3. Women are depicted in a wide variety of professions.								
4. Women and girls are shown as active participants with men and boys, not as passive observers.								
Portrayals of Men and Women								
5. Women and men are portrayed with approximately equal frequency.								
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.								
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.								
8. Women and men are treated with the same respect and dignity.								
9. In recruiting materials, women are equally sought after as men.								
10. Women are portrayed as positive role models.								
Language Considerations:								
11. Use of language includes both men and women, and is non-sexist.								
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals they or them.								
13. Use of the generic term "men" is shown to include women through pictures and examples.								
Ethnic Minorities								
14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.								
15. Ethnic minorities are depicted positively as citizens, students, and potential students.								

10

* Based upon McGraw Hill Book Company's guidelines for their publications.

Signature _____ Date _____

Section II

Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

_____

  d. Person(s) conducting further analysis

_____

_____

_____

  e. Description of analysis:

_____

_____

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_____

☐ 4. Corrective action required
  a. Person(s) taking corrective action

_____ _____

_____ _____

  b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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_____

Comments: _____

_____

_____ _____

Signature Date

Section (continued)

Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

  _____

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  _____

☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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12

Comments: _____

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_____ _____

Signature Date

Section Q (continued)
Results of Analyses and Corrective Actions Projected

FORMS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

  _____

  _____

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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13

Comments: _____

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_____ _____

Signature Date

Section II (continued)
Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

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  _____

  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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14

Comments: _____

_____

_____ _____

Signature Date

137

138

Section II (continued)
Results of Analyses and Corrective Actions Projected

ANALYSES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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15

Comments: _____

_____

_____ _____

Signature Date

Packet #7

Counseling and Testing Center

Worksheets in Packet #7

7A: Analysis of Counseling and Use of Appraisal and Counseling Materials

7B: Publications/Brochures Evaluation Form

TITLE IX

Individual Packet of Materials

for

Institutional Self-Analysis

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . "

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975

Introduction

Unit: _____

Person Responsible: _____

Date Packet Distributed: _____

Projected Date of Completion of Packet: _____

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by _____.)

Packet Contents

Page

Introduction 2

Instructions 4

Implementing Regulations 6

Section I:

Analysis Description and Planning Guide Worksheets 7

Section II:

Results of Analyses and Corrective Action Projected

a) Policy Statements 10

b) Current Operating Procedures 11

c) Forms 12

d) Publications/Brochures Analysis 13

e) Analyses 14

Instructions

The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX. Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by

_____.

The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by _____.

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.

§ 86.36 Counseling and use of appraisal and counseling materials.

(a) *Counseling.* A recipient shall not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants for admission.

(b) *Use of appraisal and counseling materials.* A recipient which uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such different materials is shown to be essential to eliminate sex bias. Recipients shall develop and use internal procedures for ensuring that such materials do not discriminate on the basis of sex. Where the use of a counseling test or other instrument results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination in the instrument or its application.

(c) *Disproportion in classes.* Where a recipient finds that a particular class contains a substantially disproportionate number of individuals of one sex, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in counseling or appraisal materials or by counselors.

Section I
Analysis Description and Planning Guide

Unit: _____

Person Responsible: _____

Persons Completing the Analysis:

_____

_____

_____

_____

Comments: *(If applicable, include in your comments a general description of analyses and activities already underway or completed.)*

_____

_____

_____

_____

_____

_____

_____

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement

   ☐ Attached
   ☐ Non-existent
   ☐ Not Applicable
   ☐ Being developed; will be provided by _____ (date)

2. Current operating procedures

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

3. Forms in use

   ☐ Attached
   ☐ Not applicable; no forms exist
   ☐ Forms being revised; will be provided by _____ (date)

4. Publications in use

   ☐ Attached
   ☐ Not applicable; no publications exist
   ☐ Being developed; will be provided by _____ (date)

5. Worksheets

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

_____ _____
Signature Date

Worksheet #7A
Analysis of Counseling and Use of Appraisal and Counseling Materials
Unit: Counseling and Testing Center

Names of Tests and Appraisal Materials Used	Administered to: 1. Male and Female? 2. Male only? 3. Female only?	If Different Materials Are Used by Sex, do These Materials Cover the Same Areas? Yes/No	Are There Any Sex Biases Contained in the Materials? Yes/No*	Describe How Tests Have Been Validated Against Sex Biases*

Signature

Date

*What steps have been taken to ensure that such materials do not discriminate on the basis of sex? Describe procedures used to eliminate any sex bias. Please attach any pertinent written information.

If necessary, please make more copies of this form and complete them.

Worksheet #7B
Publications/Brochures Evaluation Form
Unit: Counseling and Testing Center

Name of Publication: _____ Date Published: _____
Purpose of the Publication: _____
Unit Disseminating the Publication: _____

CRITERIA*	TEXT				PHOTOGRAPHS			
	Outstanding	Acceptable	Not Acceptable	Not Applicable	Outstanding	Acceptable	Not Acceptable	Not Applicable
Roles of Men and Women								
1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.								
2. Girls and boys are shown as having diversified career options.								
3. Women are depicted in a wide variety of professions.								
4. Women and girls are shown as active participants with men and boys, not as passive observers.								
Portrayals of Men and Women								
5. Women and men are portrayed with approximately equal frequency.								
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.								
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.								
8. Women and men are treated with the same respect and dignity.								
9. In recruiting materials, women are equally sought after as men.								
10. Women are portrayed as positive role models.								
Language Considerations:								
11. Use of language includes both men and women, and is non-sexist.								
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals they or them.								
13. Use of the generic term "men" is shown to include women through pictures and examples.								
Ethnic Minorities								
14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.								
15. Ethnic minorities are depicted positively as citizens, students, and potential students.								

6

* Based upon McGraw Hill Book Company's guidelines for their publications.

Signature _____ Date _____

Section II

Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

_____

  d. Person(s) conducting further analysis

_____

_____

_____

  e. Description of analysis:

_____

_____

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_____

☐ 4. Corrective action required
  a. Person(s) taking corrective action

_____ _____

_____ _____

  b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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_____

Comments: _____

_____

_____ _____

Signature Date

Section I (continued)

Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

_____

_____ _____

Signature Date

Section (continued)

Results of Analyses and Corrective Actions Projected

FORMS

☐ 1. Non-Applicable

☐ 2. Results of analyses indicate no corrective action required

☐ 3. Further analysis required

- ☐ a. Assistance requested
- ☐ b. Assistance not needed
- c. Date further analysis will be complete:

_____

- d. Person(s) conducting further analysis

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- e. Description of analysis:

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☐ 4. Corrective action required

- a. Person(s) taking corrective action

_____ _____

_____ _____

- b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

- c. Description of corrective actions(s) (Include actions already completed or in progress.)

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12

Comments: _____

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_____ _____

Signature Date

Section (continued)

Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

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  _____

  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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_____ _____

Signature Date

Section (continued)

Results of Analyses and Corrective Actions Projected

ANALYSES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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14

Comments: _____

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_____ _____

Signature Date

Packet #8

Placement and Career Planning Office

Worksheets in Packet #8

8A: Forms in Use and Staff

8B: Equal Opportunity In Employment Assistance

8C: Placement Analysis

8D: Publications/Brochures Evaluation Form

TITLE IX

Individual Packet of Materials

for

Institutional Self-Analysis

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . "

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975

Introduction

Unit: _____

Person Responsible: _____

Date Packet Distributed: _____

Projected Date of Completion of Packet: _____

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by _____.)

Packet Contents

Page

Introduction 2

Instructions 4

Implementing Regulations 6

Section I:

Analysis Description and Planning Guide Worksheets 7

Section II:

Results of Analyses and Corrective Action Projected

a) Policy Statements 12

b) Current Operating Procedures 13

c) Forms 14

d) Publications/Brochures Analysis 15

e) Analyses 16

Instructions

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The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX. Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by

_____.

The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by _____.

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.

§ 86.38 Employment assistance to students.

(a) *Assistance by recipient in making available outside employment.* A recipient which assists any agency, organization or person in making employment available to any of its students:

(1) Shall assure itself that such employment is made available without discrimination on the basis of sex; and

(2) Shall not render such services to any agency, organization, or person which discriminates on the basis of sex in its employment practices.

(b) *Employment of students by recipients.* A recipient which employs any of its students shall not do so in a manner which violates Subpart E.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

Section I
Analysis Description and Planning Guide

Unit: _____

Person Responsible: _____

Persons Completing the Analysis:

_____

_____

_____

_____

Comments: *(If applicable, include in your comments a general description of analyses and activities already underway or completed.)*

_____

_____

_____

_____

_____

_____

_____

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement

   ☐ Attached
   ☐ Non-existent
   ☐ Not Applicable
   ☐ Being developed; will be provided by _____ (date)

2. Current operating procedures

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

3. Forms in use

   ☐ Attached
   ☐ Not applicable; no forms exist
   ☐ Forms being revised; will be provided by _____ (date)

4. Publications in use

   ☐ Attached
   ☐ Not applicable; no publications exist
   ☐ Being developed; will be provided by _____ (date)

5. Worksheets

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

_____ _____

Signature Date

Worksheet #8A
Forms in Use and Staff
Unit: Placement and Career Planning Office

1. Please complete the following table:

Names of Forms Used by Placement Office that are Filled out by Students Seeking Assistance in Obtaining Employment or Career Counseling	Is Marital Status Asked on Form? Yes/No	Is Parental Status Asked on Form? Yes/No

2. Career counselors employed by Placement Office:

Name	Sex M/F	Ethnic Background

Signature _____ Date _____

Worksheet #8B
Equal Opportunity In Employment Assistance
Unit: Placement and Career Planning Office

Please provide a description of how Placement Services ensures the provision of equal opportunity to students of both sexes seeking the services of the Placement Office. Please include information concerning how the Placement Office is notified that organizations conducting recruitment activities at the University are equal opportunity employers; and how the Placement Office reviews incoming job descriptions and notices for their appropriateness as to equal employment opportunity.

Signature _____ Date _____

Worksheet #8C
Placement Analysis (1974-75 or present)
Unit: Placement and Career Planning Office

Services Provided	Persons Seeking or Using Such Services				
		MALES		FEMALES	
	Total Number	Number	Percent	Number	Percent
1. Assistance with Resume Writing	_____	_____	_____	_____	_____
2. Career Counseling	_____	_____	_____	_____	_____
3. Maintenance of Placement File	_____	_____	_____	_____	_____
4. Provision of Interviews with Recruiters	_____	_____	_____	_____	_____
5. Training in Interviewing Techniques	_____	_____	_____	_____	_____
6. Provision of Occupational Information	_____	_____	_____	_____	_____

_____ _____
Signature Date

Worksh[illegible] #8D
Publica[illegible]ons/Brochures Evaluation Form
Unit: Placement and Career Planning Office

Name of Publication: _____ Date Published: _____
Purpose of the Publication: _____
Unit Disseminating the Publication: _____

CRITERIA*

	TEXT				PHOTOGRAPHS			
	Outstanding	Acceptable	Not Acceptable	Not Applicable	Outstanding	Acceptable	Not Acceptable	Not Applicable
Roles of Men and Women								
1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.								
2. Girls and boys are shown as having diversified career options.								
3. Women are depicted in a wide variety of professions.								
4. Women and girls are shown as active participants with men and boys, not as passive observers.								
Portrayals of Men and Women								
5. Women and men are portrayed with approximately equal frequency.								
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.								
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.								
8. Women and men are treated with the same respect and dignity.								
9. In recruiting materials, women are equally sought after as men.								
10. Women are portrayed as positive role models.								
Language Considerations:								
11. Use of language includes both men and women, and is non-sexist.								
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals they or them.								
13. Use of the generic term "men" is shown to include women through pictures and examples.								
Ethnic Minorities								
14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.								
15. Ethnic minorities are depicted positively as citizens, students, and potential students.								

* Based upon McGraw Hill Book Company's guidelines for their publications.

_____ _____
Signature Date

Section II

Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

  _____

  _____

  _____

  _____

  _____

  _____

  _____

☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

  _____

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  _____

  _____

  _____

12

Comments: _____

_____

_____ _____

Signature Date

Section II (continued)
Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

  _____

  _____

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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13

Comments: _____

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_____ _____

Signature Date

Section VI (continued)
Results of Analyses and Corrective Actions Projected

FORMS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

  _____

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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Signature Date

181

182

Section V (continued)

Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Descripcion of analysis:

  _____

  _____

  _____

  _____

  _____

  _____

  _____

☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

_____

_____ _____

Signature Date

Section (continued)

Results of Analyses and Corrective Actions Projected

ANALYSES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

  _____

  _____

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  _____

☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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  _____

Comments: _____

_____

_____ _____

Signature Date

Packet #9

School of Graduate Studies

Worksheets in Packet #9*

9A: Policy and Procedure

9B: Forms in Use

9C: Financial Assistance

9D: Financial Assistance Administered by the School of Graduate Studies

9E: Graduate Admission Analysis

9F: Publications/Brochures Evaluation Form

* Financial assistance administered by the Financial Aids Office will be documented there.

TITLE IX

Individual Packet of Materials

for

Institutional Self-Analysis

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . "

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975

Introduction

Unit: _____

Person Responsible: _____

Date Packet Distributed: _____

Projected Date of Completion of Packet: _____

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by _____.)

Packet Contents

Page

Introduction 2

Instructions 4

Implementing Regulations 6

Section I:

Analysis Description and Planning Guide Worksheets 7

Section II:

Results of Analyses and Corrective Action Projected

a) Policy Statements 15

b) Current Operating Procedures 16

c) Forms 17

d) Publications/Brochures Analysis 18

e) Analyses 19

Instructions

The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX. Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by

_____.

The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by _____.

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.

§ 86.21 Admission.

(a) *General.* No person shall, on the basis of sex, be denied admission, or be subjected to discrimination in admission, by any recipient to which this subpart applies, except as provided in §§ 86.16 and 86.17.

(b) Specific prohibitions. (1) In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this Subpart applies shall not:

(i) Give preference to one person over another on the basis of sex, by ranking applicants separately on such basis, or otherwise;

(ii) Apply numerical limitations upon the number or proportion of persons of either sex who may be admitted; or

(iii) Otherwise treat one individual differently from another on the basis of sex.

(2) A recipient shall not administer or operate any test or other criterion for admission which has a disproportionately adverse effect on persons on the basis of sex unless the use of such test or criterion is shown to predict validly success in the education program or activity in question and alternative tests or criteria which do not have such a disproportionately adverse effect are shown to be unavailable.

(c) *Prohibitions relating to marital or parental status.* In determining whether a person satisdes any policy or criterion for admission, or in making any offer of admission, a recipient to which this subpart applies:

(1) Shall not apply any rule concerning the actual or potential parental, family, or marital status of a student or applicant which treats persons differently on the basis of sex;

(2) Shall not discriminate against or exclude any person on the basis of pregnancy, childbirth, termination of pregnancy, or recovery therefrom, or establish or follow any rule or practice which so discriminates or excludes;

(3) Shall treat disabilities related to pregnancy, childbirth, termination of pregnancy, or recovery therefrom in the same manner and under the same policies as any other temporary disability or physical condition; and

(4) Shall not make pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is "Miss" or "Mrs." A recipient may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.22 Preference in admission.

A recipient to which this subpart applies shall not give preference to applicants for admission, on the basis of attendance at any educational institution or other school or entity which admits as students or predominantly members of one sex, if the giving of such preference has the effect of discriminating on the basis of sex in violation of this subpart.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.23 Recruitment.

(a) *Nondiscriminatory recruitment.* A recipient to which this subpart applies shall not discriminate on the basis of sex in the recruitment and admission of students. A recipient may be required to undertake additional recruitment efforts for one sex as remedial action pursuant to § 86.3(a), and may choose to undertake such efforts as affirmative action pursuant to § 86.3(b).

(b) *Recruitment at certain institutions.* A recipient to which this subpart applies shall not recruit primarily or exclusively at educational institutions, schools or entities which admit as students only or predominantly members of one sex, if such actions have the effect of discriminating on the basis of sex in violation of this subpart.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.37 Financial assistance.

(a) *General.* Except as provided in paragraphs (b) and (c) of this section, in providing financial assistance to any of its students, a recipient shall not: (1) On the basis of sex, provide different amount or types of such assistance, limit eligibility for such assistance which is of any particular type or source, apply different criteria, or otherwise discriminate; (2) through solicitation, listing, approval, provision of facilities or other services, assist any foundation, trust, agency, organization, or person which provides assistance to any of such recipient's students in a manner which discriminates on the basis of sex; or (3) apply any rule or assist in application of any rule concerning eligibility for such assistance which treats persons of one sex differently from persons of the other sex with regard to marital or parental status.

(b) *Financial aid established by certain legal instruments.* (1) a recipient may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established pursuant to domestic or foreign wills, trusts, bequests, or similar legal instruments or by acts of a foreign government which requires that awards be made to members of a particular sex specified therein; *Provided,* that the overall effect of the award of such sex-restricted scholarships, fellowships, and other forms of financial assistance does not discriminate on the basis of sex.

(2) To ensure nondiscriminatory awards of assistance as required in subparagraph (b)(1) of this paragraph, recipients shall develop and use procedures under which:

(i) Students are selected for award of financial assistance on the basis of nondiscriminatory criteria and not on the basis of availability of funds restricted to members of a particular sex;

(ii) An appropriate sex-restricted scholarship, fellowship, or other form of financial assistance is allocated to each student selected under subparagraph (b)(2)(i) of this paragraph; and

(iii) No student is denied the award for which he or she was selected under subparagraph (b)(2)(i) of this paragraph because of the absence of a scholarship, fellowship, or other form of financial assistance designated for a member of that student's sex.

(c) *Athletic scholarships.* (1) To the extent that a recipient awards athletic scholarships or grants-in-aid, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics.

(2) Separate athletic scholarships or grants-in-aid for members of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with this paragraph and § 86.41 of this part.

§ 86.40 Marital or parental status.

(a) *Status generally.* A recipient shall not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.

(b) *Pregnancy and related conditions.* (1) A recipent shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.

(2) A recipient may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

(3) A recipient which operates a portion of its education program or activity separately for pregnant students, admittance to which is completely voluntary on the part of the student as provided in paragraph (b)(1) of this section shall ensure that the instructional program in the separate program is comparable to that offered to non-pregnant students.

(4) A recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom in the same manner and under the same policies as any other temporary disability with respect to any medical or hospital benefit, service, plan or policy which such recipient administers, operates, offers, or participates in with respect to students admitted to the recipient's educational program or activity.

(5) In the case of a recipient which does not maintain a leave policy for its students, or in the case of a student who does not otherwise qualify for leave under such a policy, a recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom as a justification for a leave of absence for so long a period of time as is deemed medically necessary by the student's physician, at the conclusion of which the student shall be reinstated to the status which she held when the leave began.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

Section I
Analysis Description and Planning Guide

Unit: _____

Person Responsible: _____

Persons Completing the Analysis:

_____

_____

_____

_____

Comments: *(If applicable, include in your comments a general description of analyses and activities already underway or completed.)*

_____

_____

_____

_____

_____

_____

_____

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement

   ☐ Attached
   ☐ Non-existent
   ☐ Not Applicable
   ☐ Being developed; will be provided by _____ (date)

2. Current operating procedures

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

3. Forms in use

   ☐ Attached
   ☐ Not applicable; no forms exist
   ☐ Forms being revised; will be provided by _____ (date)

4. Publications in use

   ☐ Attached
   ☐ Not applicable; no publications exist
   ☐ Being developed; will be provided by _____ (date)

5. Worksheets

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

_____ _____

Signature Date

Worksheet #9A
Policy and Procedure
Unit: School of Graduate Studies

1. Please complete the following:

Names of Tests Required for Applicants Prior to Admission to Graduate School	Have These Tests Been Validated Against any Sex Bias? (Please Attach Documentation) Yes/No
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Does the School of Graduate Studies numerically limit or rank by sex applicants for admission to the graduate school.

   _____ Yes

   _____ No

3. Is there adequate representation of women and ethnic minorities on the Graduate Council?

   _____ Yes

   _____ No

   _____ Number of men on Graduate Council

   _____ Number of women on Graduate Council

Worksheet #9B
Forms in Use
Unit: School of Graduate Studies

Please list and attach copies of all forms in use by the School of Graduate Studies:

Form	Does the Form Ask For Marital Status? Yes/No	Does the Form Ask For Parental Status? Yes/No

Worksheet #9C
Financial Assistance
Unit: School of Graduate Studies

1. How are graduate students and prospective graduate students notified of available financial assistance (scholarships, fellowships, traineeships, loans, grants, etc.) that is administered through the School of Graduate Studies? (Please briefly describe. Include any pertinent written information such as brochures, memoranda, letters, etc.)

2. How do graduate students or prospective graduate students apply for financial assistance administered by the School of Graduate Studies? (Please describe briefly.)

Worksheet #9C (continued)
Financial Assistance
Unit: School of Graduate Studies

3. How are graduate or prospective graduate students' applications for financial assistance which is administered by the School of Graduate Studies evaluated, and how are final decisions made? (Please describe.)

Worksheet #9D
Financial Assistance Administered by the School of Graduate Studies
Unit: School of Graduate Studies

FINANCIAL AID		RECIPIENTS			
Names of Scholarships, Fellowships, Traineeships, Etc.	Sex Restricted? 1. Male Only 2. Female Only 3. Male & Female	Male	Female	Dollar Value	Comments

Total Number of Non-Sex-Restricted Scholarships, etc.	# Awarded to Males	# Awarded to Females	Total Number of Sex-Restricted Scholarships, etc.	# Awarded to Males	# Awarded to Females
Dollar Amount	Dollar Amount	Dollar Amount	Dollar Amount	Dollar Amount	Dollar Amount
$	$	$	$	$	$

Signature _____ Date _____

12

Worksheet #9E
Graduate Admission Analysis
Unit: School of Graduate Studies

Please furnish the following information:

1. Total number of persons applying for admission to Graduate Programs (for academic year 1975-76).

   _____ Total

   _____ Percent Caucasian Male

   _____ Percent Caucasian Female

   _____ Percent Minority Male

   _____ Percent Minority Female

2. Total number of persons admitted to Graduate Programs.

   _____ Total

   _____ Percent Caucasian Male

   _____ Percent Caucasian Female

   _____ Percent Minority Male

   _____ Percent Minority Female

3. For departmental analysis of graduate student admission and financial assistance, see the attached form currently provided the Affirmative Action/Equal Opportunity Office annually by departments with graduate programs.

Worksheet #9F
Publications/Brochures Evaluation Form
Unit: School of Graduate Studies

Name of Publication: _____ Date Published: _____
Purpose of the Publication: _____
Unit Disseminating the Publication: _____

CRITERIA*	TEXT				PHOTOGRAPHS			
	Outstanding	Acceptable	Not Acceptable	Not Applicable	Outstanding	Acceptable	Not Acceptable	Not Applicable
Roles of Men and Women								
1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.								
2. Girls and boys are shown as having diversified career options.								
3. Women are depicted in a wide variety of professions.								
4. Women and girls are shown as active participants with men and boys, not as passive observers.								
Portrayals of Men and Women								
5. Women and men are portrayed with approximately equal frequency.								
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.								
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.								
8. Women and men are treated with the same respect and dignity.								
9. In recruiting materials, women are equally sought after as men.								
10. Women are portrayed as positive role models.								
Language Considerations:								
11. Use of language includes both men and women, and is non-sexist.								
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals they or them.								
13. Use of the generic term "men" is shown to include women through pictures and examples.								
Ethnic Minorities								
14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.								
15. Ethnic minorities are depicted positively as citizens, students, and potential students.								

14

* Based upon McGraw Hill Book Company's guidelines for their publications.

Signature _____ Date _____

Section II

Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

_____

  d. Person(s) conducting further analysis

_____

_____

_____

  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

_____ _____

_____ _____

  b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

_____

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Comments: _____

_____

_____ _____

Signature Date

Section II (continued)
Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  _____

  _____

  e. Description of analysis:

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☐ 4 Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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16

Comments: _____

_____

_____ _____

Signature Date

Utah State University

GRADUATE STUDENT RECRUITMENT AND EMPLOYMENT FORM

Please complete a separate sheet for each graduate program in your department, and return to the Affirmative Action Office by December 1.

College_____ Department_____ Graduate Program_____

Instructions: Describe the Advertising and Recruiting procedures used to obtain women and minority applicants for your graduate programs. Be specific. Attach additional information if desired. (If a particular graduate program has large numbers of applicants, summarize the information by sex and ethnic background and describe the screening process used. List by name only those applicants who were seriously considered for acceptance/financial assistance).

Please check where appropriate.

Applicants for Admission Name	Male Female	(1) Caucasian (2) Black (3) Asian (4) Span Amer (5) Amer Ind (6) Other	Citizenship Yes/No	Applicant Rejected	Applicant Admitted	Applicants Seeking Financial Assistance	Assistantship Awarded	Grant/Fellowship Awarded	Placed on Payroll Employment	Reasons for Selection/ Non-selection

Department Head_____ Date_____

AAO-3-75

Packet #10

Admissions and Records Office

Worksheets in Packet #10

10A: Policy and Procedures

10B: Forms in Use

10C: Undergraduate Admission Analysis

10D: Publications/Brochures Evaluation Form

TITLE IX

Individual Packet of Materials

for

Institutional Self-Analysis

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . "

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975

Introduction

Unit: _____

Person Responsible: _____

Date Packet Distributed: _____

Projected Date of Completion of Packet: _____

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by _____.)

Packet Contents

	Page
Introduction	2
Instructions	4
Implementing Regulations	6
Section I:	
Analysis Description and Planning Guide Worksheets	7
Section II:	
Results of Analyses and Corrective Action Projected	
a) Policy Statements	12
b) Current Operating Procedures	13
c) Forms	14
d) Publications/Brochures Analysis	15
e) Analyses	16

Instructions

The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX. Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by

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It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.

Subpart C—Discrimination on the Basis of Sex in Admission and Recruitment Prohibited

§ 86.21 Admission.

(a) *General.* No person shall, on the basis of sex, be denied admission, or be subjected to discrimination in admission, by any recipient to which this subpart applies, except as provided in §§ 86.16 and 86.17.

(b) Specific prohibitions. (1) In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this Subpart applies shall not:

(i) Give preference to one person over another on the basis of sex, by ranking applicants separately on such basis, or otherwise;

(ii) Apply numerical limitations upon the number or proportion of persons of either sex who may be admitted; or

(iii) Otherwise treat one individual differently from another on the basis of sex.

(2) A recipient shall not administer or operate any test or other criterion for admission which has a disproportionately adverse effect on persons on the basis of sex unless the use of such test or criterion is shown to predict validly success in the education program or activity in question and alternative tests or criteria which do not have such a disproportionately adverse effect are shown to be unavailable.

(c) *Prohibitions relating to marital or parental status.* In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this subpart applies:

(1) Shall not apply any rule concerning the actual or potential parental, family, or marital status of a student or applicant which treats persons differently on the basis of sex;

(2) Shall not discriminate against or exclude any person on the basis of pregnancy, childbirth, termination of pregnancy, or recovery therefrom, or establish or follow any rule or practice which so discriminates or excludes;

(3) Shall treat disabilities related to pregnancy, childbirth, termination of pregnancy, or recovery therefrom in the same manner and under the same policies as any other temporary disability or physical condition; and

(4) Shall not make pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is "Miss" or "Mrs." A recipient may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.22 Preference in admission.

A recipient to which this subpart applies shall not give preference to applicants for admission, on the basis of attendance at any educational institution or other school or entity which admits as students or predominantly members of one sex, if the giving of such preference has the effect of discriminating on the basis of sex in violation of this subpart.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.23 Recruitment.

(a) *Nondiscriminatory recruitment.* A recipient to which this subpart applies shall not discriminate on the basis of sex in the recruitment and admission of students. A recipient may be required to undertake additional recruitment efforts for one sex as remedial action pursuant to § 86.3(a), and may choose to undertake such efforts as affirmative action pursuant to § 86.3(b).

(b) *Recruitment at certain institutions.* A recipient to which this subpart applies shall not recruit primarily or exclusively at educational institutions, schools or entities which admit as students only or predominantly members of one sex, if such actions have the effect of discriminating on the basis of sex in violation of this subpart.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.40 Marital or parental status.

(a) *Status generally.* A recipient shall not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.

(b) *Pregnancy and related conditions.* (1) A recipient shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.

(2) A recipient may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

(3) A recipient which operates a portion of its education program or activity separately for pregnant students, admittance to which is completely voluntary on the part of the student as provided in paragraph (b)(1) of this section shall ensure that the instructional program in the separate program is comparable to that offered to non-pregnant students.

(4) A recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom in the same manner and under the same policies as any other temporary disability with respect to any medical or hospital benefit, service, plan or policy which such recipient administers, operates, offers, or participates in with respect to students admitted to the recipient's educational program or activity.

(5) In the case of a recipient which does not maintain a leave policy for its students, or in the case of a student who does not otherwise qualify for leave under such a policy, a recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom as a justification for a leave of absence for so long a period of time as is deemed medically necessary by the student's physician, at the conclusion of which the student shall be reinstated to the status which she held when the leave began.

Section I
Analysis Description and Planning Guide

Unit: _____

Person Responsible: _____

Persons Completing the Analysis:

_____

_____

_____

_____

Comments: *(If applicable, include in your comments a general description of analyses and activities already underway or completed.)*

_____

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_____

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement

   ☐ Attached
   ☐ Non-existent
   ☐ Not Applicable
   ☐ Being developed; will be provided by _____ (date)

2. Current operating procedures

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

3. Forms in use

   ☐ Attached
   ☐ Not applicable; no forms exist
   ☐ Forms being revised; will be provided by _____ (date)

4. Publications in use

   ☐ Attached
   ☐ Not applicable; no publications exist
   ☐ Being developed; will be provided by _____ (date)

5. Worksheets

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

_____ _____

Signature Date

Worksheet #10A
Admissions Policy and Procedures
Unit: Admissions and Records

1. Please complete the following chart:

Names of Tests Required to be Taken by Applicants Prior to Admission	Is Test Validated Against any Sex Bias? Yes/No (Please Attach Documentation)

2. Does the Office of Admissions and Records numerically limit or rank by sex any applicants for admission?

_____ Yes

_____ No

3. Does the Office of Admissions and Records maintain any separate requirements by sex for eligibility for residency? (Please attach residency requirements.)

_____ Yes

_____ No

4. Is there adequate representation of women and ethnic minorities on the Admissions Committee?

_____ Yes

_____ No

_____ Number of men on Admissions Committee

_____ Number of women on Admissions Committee

_____ _____

Signature Date

Worksheet #10B
Forms in Use
Unit: Admissions and Records

Names of All Forms in Use by the Office of Admissions and Records	Does the Form Ask For Marital Status? Yes/No	Does the Form Ask For Parental Status? Yes/No

Signature _____ Date _____

Worksheet #10C
Undergraduate Admission Analysis
Unit: Admissions and Records

Please furnish the following information:

1. Total number of persons applying for admission (undergraduate persons):

   _____ persons

   _____ % Caucasian Males

   _____ % Caucasian Females

   _____ % Minority Males

   _____ % Minority Females

2. Total number of persons accepted for undergraduate admission:

   _____ persons

   _____ % Caucasian Males

   _____ % Caucasian Females

   _____ % Minority Males

   _____ % Minority Females

_____ _____
Signature Date

Worksh[illegible] #10D
Public[illegible]ons/Brochures Evaluation Form
Unit: Admissions and Records

Name of Publication: _____ Date Published: _____
Purpose of the Publication: _____
Unit Disseminating the Publication: _____

CRITERIA*

	TEXT				PHOTOGRAPHS			
	Outstanding	Acceptable	Not Acceptable	Not Applicable	Outstanding	Acceptable	Not Acceptable	Not Applicable
Roles of Men and Women								
1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.								
2. Girls and boys are shown as having diversified career options.								
3. Women are depicted in a wide variety of professions.								
4. Women and girls are shown as active participants with men and boys, not as passive observers.								
Portrayals of Men and Women								
5. Women and men are portrayed with approximately equal frequency.								
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.								
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.								
8. Women and men are treated with the same respect and dignity.								
9. In recruiting materials, women are equally sought after as men.								
10. Women are portrayed as positive role models.								
Language Considerations:								
11. Use of language includes both men and women, and is non-sexist.								
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals they or them.								
13. Use of the generic term "men" is shown to include women through pictures and examples.								
Ethnic Minorities								
14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.								
15. Ethnic minorities are depicted positively as citizens, students, and potential students.								

11

* Based upon McGraw Hill Book Company's guidelines for their publications.

Signature _____ Date _____

Section II

Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

☐ 1. Non-Applicable

☐ 2. Results of analyses indicate no corrective action required

☐ 3. Further analysis required

- ☐ a. Assistance requested
- ☐ b. Assistance not needed
- c. Date further analysis will be complete:

_____

- d. Person(s) conducting further analysis

_____

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_____

- e. Description of analysis:

_____

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☐ 4. Corrective action required

- a. Person(s) taking corrective action

_____ _____

_____ _____

- b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

- c. Description of corrective actions(s) (Include actions already completed or in progress.)

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12

Comments: _____

_____

_____ _____

Signature Date

Section II (continued)
Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  _____

  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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13

Comments: _____

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_____ _____

Signature Date

224 225

Section II (continued)

Results of Analyses and Corrective Actions Projected

FORMS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

_____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

_____ _____

_____ _____

  b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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14

Comments: _____

_____

_____ _____

Signature Date

Section VI (continued)
Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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_____ _____

Signature Date

Section (continued)

Results of Analyses and Corrective Actions Projected

ANALYSES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

_____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

_____ _____

_____ _____

  b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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16

Comments: _____

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_____ _____

Signature Date

230

231

Section II (continued)

Results of Analyses and Corrective Actions Projected

FORMS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

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  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

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  b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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17

Comments: _____

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_____ _____

Signature Date

Section (continued)

Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

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  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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18

Comments: _____

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_____ _____

Signature Date

234

235

Section II (continued)
Results of Analyses and Corrective Actions Projected

ANALYSES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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19

Comments: _____

_____

_____ _____

Signature Date

Packet #11

Business Office

Worksheets in Packet #11

11A: Student Insurance Policy

11B: Brochures/Publications Evaluation Form

TITLE IX

Individual Packet of Materials

for

Institutional Self-Analysis

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . "

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975

Introduction

Unit: _____

Person Responsible: _____

Date Packet Distributed: _____

Projected Date of Completion of Packet: _____

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by _____.)

Packet Contents

Page

Introduction 2

Instructions 4

Implementing Regulations 6

Section I:

Analysis Description and Planning Guide Worksheets 7

Section II:

Results of Analyses and Corrective Action Projected

a) Policy Statements 10

b) Current Operating Procedures 11

c) Forms 12

d) Publications/Brochures Analysis 13

e) Analyses 14

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_____.

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It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.

§ 86.39 Health and insurance benefits and services.

In providing a medical, hospital, accident, or life insurance benefit, service, policy, or plan to any of its students, a recipient shall not discriminate on the basis of sex, or provide such benefit, service, policy, or plan in a manner which would violate Subpart E if it were provided to employees of the recipient. This section shall not prohibit a recipient from providing any benefit or service which may be used by a different proportion of students of one sex than the other, including family planning services. However, any recipient which provides full coverage health service shall provide gynecological care.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

Section I
Analysis Description and Planning Guide

Unit: _____

Person Responsible: _____

Persons Completing the Analysis:

_____

_____

_____

_____

Comments: *(If applicable, include in your comments a general description of analyses and activities already underway or completed.)*

_____

_____

_____

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_____

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement

☐ Attached
☐ Non-existent
☐ Not Applicable
☐ Being developed; will be provided by _____ (date)

2. Current operating procedures

☐ Attached
☐ Not applicable
☐ Being developed; will be provided by _____ (date)

3. Forms in use

☐ Attached
☐ Not applicable; no forms exist
☐ Forms being revised; will be provided by _____ (date)

4. Publications in use

☐ Attached
☐ Not applicable; no publications exist
☐ Being developed; will be provided by _____ (date)

5. Worksheets

☐ Attached
☐ Not applicable
☐ Being developed; will be provided by _____ (date)

_____ _____
Signature Date

Worksheet #11A
Student Insurance Policy
Unit: Business Services

1. In providing students with the student insurance policy, does the University provide any medical, hospital, accident, or life insurance benefit that differentiates between men and women?

   _____ Yes

   _____ No

2. Does the University discriminate on the basis of sex with regard to making benefits available to spouses, families, or dependents of students differently on the basis of the student's sex?

   _____ Yes

   _____ No

3. Please attach any additional comments or descriptions (as well as an example of the student insurance policy).

   _____

   _____

   _____

   _____

   _____

_____ _____
Signature Date

Worksheet #11B
Brochure/Publications Evaluation Form
Unit: Business

Name of Publication: _____ Date Published: _____
Purpose of the Publication: _____
Unit Disseminating the Publication: _____

CRITERIA*	TEXT				PHOTOGRAPHS			
	Outstanding	Acceptable	Not Acceptable	Not Applicable	Outstanding	Acceptable	Not Acceptable	Not Applicable
Roles of Men and Women								
1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.								
2. Girls and boys are shown as having diversified career options.								
3. Women are depicted in a wide variety of professions.								
4. Women and girls are shown as active participants with men and boys, not as passive observers.								
Portrayals of Men and Women								
5. Women and men are portrayed with approximately equal frequency.								
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.								
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.								
8. Women and men are treated with the same respect and dignity.								
9. In recruiting materials, women are equally sought after as men.								
10. Women are portrayed as positive role models.								
Language Considerations:								
11. Use of language includes both men and women, and is non-sexist.								
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals they or them.								
13. Use of the generic term "men" is shown to include women through pictures and examples.								
Ethnic Minorities								
14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.								
15. Ethnic minorities are depicted positively as citizens, students, and potential students.								

6

* Based upon McGraw Hill Book Company's guidelines for their publications.

Signature _____ Date _____

Section II

Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

_____

  d. Person(s) conducting further analysis

_____

_____

_____

  e. Description of analysis:

_____

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

_____ _____

_____ _____ _____

  b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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_____ _____

Signature Date

Section II (continued)
Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

_____

_____ _____

Signature Date

Section (continued)
Results of Analyses and Corrective Actions Projected

FORMS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

  _____

  _____

  _____

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  _____

☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

  _____

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  _____

12

Comments: _____

_____

_____ _____

Signature Date

Section II (continued)
Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

_____

  d. Person(s) conducting further analysis

_____

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

_____ _____

_____ _____

  b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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13

Comments: _____

_____

_____ _____

Signature Date

Section ● (continued)

Results of Analyses and Corrective Actions Projected

ANALYSES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

  _____

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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14

Comments: _____

_____

_____ _____

Signature Date

257

TITLE IX

Individual Packet of Materials

for

Institutional Self-Analysis

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . "

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975

Introduction

Unit: _____

Person Responsible: _____

Date Packet Distributed: _____

Projected Date of Completion of Packet: _____

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by _____.)

Packet Contents

Page

Introduction 2

Instructions 4

Implementing Regulations 6

Section I:

Analysis Description and Planning Guide Worksheets 7

Section II:

Results of Analyses and Corrective Action Projected

a) Policy Statements 17

b) Current Operating Procedures 18

c) Forms 19

d) Analyses 20

Instructions

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_____.

NOTE:
The Analysis of Athletics Program Worksheets consists of two pages for the various sports. Pages 10-14 need to be removed from the notebook and taped together.

The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by _____.

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.

§ 86.41 Athletics.

(a) *General.* No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club or intramural athletics offered by recipient, and no recipient shall provide any such athletics separately on such basis.

(b) *Separate teams.* Notwithstanding the requirements of paragraph (a) of this section, a recipient may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport. However, where a recipient operates or sponsors a team in a particular sport for members of one sex but operates or sponsors no such team for members of the other sex, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try-out for the team offered unless the sport involved is a contact sport. For the purposes of this part, contact sports include boxing, wrestling, rugby, ice hockey, football, basketball and other sports the purpose of major activity of which involves bodily contact.

(c) *Equal opportunity.* A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics shall provide equal athletic opportunity for members of both sexes. In determining whether equal opportunities are available the Director will consider, among other factors:

(i) Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;

(ii) The provision of equipment and supplies;

(iii) Scheduling of games and practice time;

(iv) Travel and per diem allowance;

(v) Opportunity to receive coaching and academic tutoring;

(vi) Assignment and compensation of coaches and tutors;

(vii) Provision of locker rooms, practice and competitive facilities;

(viii) Provision of medical and training facilities and services;

(ix) Provision of housing and dining facilities and services;

(x) Publicity.

Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams if a recipient operates or sponsors separate teams will not constitute noncompliance with this section, but the Director may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex.

(d) *Adjustment period.* A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the elementary school level shall comply fully with this section as expeditiously as possible but in no event later than one year from the effective date of this regulation. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the secondary or post-secondary school level shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.

§ 86.37 Financial assistance.

(a) *General.* Except as provided in paragraphs (b) and (c) of this section, in providing financial assistance to any of its students, a recipient shall not: (1) On the basis of sex, provide different amount or types of such assistance, limit eligibility for such assistance which is of any particular type or source, apply different criteria, or otherwise discriminate; (2) through solicitation, listing, approval, provision of facilities or other services, assist any foundation, trust, agency, organization, or person which provides assistance to any of such recipient's students in a manner which discriminates on the basis of sex; or (3) apply any rule or assist in application of any rule concerning eligibility for such assistance which treats persons of one sex differently from persons of the other sex with regard to marital or parental status.

(b) *Financial aid established by certain legal instruments.* (1) a recipient may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established pursuant to domestic or foreign wills, trusts, bequests, or similar legal instruments or by acts of a foreign government which requires that awards be made to members of a particular sex specified therein; *Provided*, that the overall effect of the award of such sex-restricted scholarships, fellowships, and other forms of financial assistance does not discriminate on the basis of sex.

(2) To ensure nondiscriminatory awards of assistance as required in subparagraph (b)(1) of this paragraph, recipients shall develop and use procedures under which:

(i) Students are selected for award of financial assistance on the basis of nondiscriminatory criteria and not on the basis of availability of funds restricted to members of a particular sex;

(ii) An appropriate sex-restricted scholarship, fellowship, or other form of financial assistance is allocated to each student selected under subparagraph (b)(2)(i) of this paragraph; and

(iii) No student is denied the award for which he or she was selected under subparagraph (b)(2)(i) of this paragraph because of the absence of a scholarship, fellowship, or other form of financial assistance designated for a member of that student's sex.

(c) *Athletic scholarships.* (1) To the extent that a recipient awards athletic scholarships or grants-in-aid, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics.

(2) Separate athletic scholarships or grants-in-aid for members of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with this paragraph and § 86.41 of this part.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682; and Sec. 844, Education Amendments of 1974, Pub. L. 93-380, 88 Stat. 484)

Section I
Analysis Description and Planning Guide

Unit: _____

Person Responsible: _____

Persons Completing the Analysis:

_____

_____

_____

_____

Comments: *(If applicable, include in your comments a general description of analyses and activities already underway or completed.)*

_____

_____

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_____

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement

   ☐ Attached
   ☐ Non-existent
   ☐ Not Applicable
   ☐ Being developed; will be provided by _____ (date)

2. Current operating procedures

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

3. Forms in use

   ☐ Attached
   ☐ Not applicable; no forms exist
   ☐ Forms being revised; will be provided by _____ (date)

4. Publications in use

   ☐ Attached
   ☐ Not applicable; no publications exist
   ☐ Being developed; will be provided by _____ (date)

5. Worksheets

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

_____ _____
Signature Date

Worksheet #12A
Assessment of Interests and Abilities
Unit: Intercollegiate Athletics

The following excerpt is taken from pages 5-6 of a September, 1975, memorandum to College and University Presidents entitled "Elimination of Sex Discrimination in Athletic Programs."

Required First Year Actions

School districts, as well as colleges and universities, are obligated to perform a self-evaluation of their entire education program, including the athletics program, prior to July 21, 1976. School districts which offer interscholastic or intramural athletics at the elementary school level must immediately take significant steps to accommodate the interests and abilities of elementary school pupils of both sexes, including steps to eliminate obstacles to compliance such as inequities in the provision of equipment, scheduling and the assignment of coaches and other supervisory personnel. As indicated earlier, school districts must conform their total athletic program at the elementary level to the requirements of section 86.41 no later than July 21, 1976.

In order to comply with the various requirements of the regulation addressed to nondiscrimination in athletic programs, educational institutions operating athletic programs above the elementary level should:

(1) Compare the requirements of the regulation addressed to nondiscrimination in athletic programs and equal opportunity in the provision of athletic scholarships with current policies and practices;

(2) Determine the interests of both sexes in the sports to be offered by the institution and, where the sport is a contact sport or where participants are selected on the basis of competition, also determine the relative abilities of members of each sex for each such sport offered, in order to decide whether to have single sex teams or teams composed of both sexes. (Abilities might be determined through try-outs or by relying upon the knowledge of athletic teaching staff, administrators and athletic conference and league representatives.)

(3) Develop a plan to accommodate effectively the interests and abilities of both sexes, which plan must be fully implemented as expeditiously as possible and in no event later than July 21, 1978. Although the plan need not be submitted to the Office for Civil Rights, institutions should consider publicizing such plans so as to gain the assistance of students, faculty, etc. in complying with them.

Worksheet #12A (continued)
Assessment of Interests and Abilities
Unit: Intercollegiate Athletics

Please outline how the athletics program will accomplish an assessment of the interests and abilities of both sexes in regard to intercollegiate and club sports. Please include answers to the following:

1. Who will be involved in undertaking such an assessment?

2. For what sports will the interests and abilities of students of both sexes be ascertained?

3. Describe how student interests will be assessed.

4. By what date will this assessment be accomplished?

(A copy of the results of assessment needs to be sent to the Affirmative Action/Equal Opportunity Office.)

Signature

Date

Worksheet #[illegible] tape to adjoining sheet

Provision of Housing Yes	Provision of Housing No	Provision of Dining Facilities Yes	Provision of Dining Facilities No	Provision of Locker Room and Other Facilities	Provision of Medical and Training Services and Facilities	Publicity	Other Comments

Worksheet
Analysis of Athletics Program
Unit: Athletics (Men's)

(continuation of page 10; tape together)

INTERCOLLEGIATE SPORTS	Provide Specific Description: Provision of Equipment and Supplies	Provide Specific Description: Scheduling of Games and Practice Times	Travel Allowance Yes	Travel Allowance No	Per Diem Allowance Yes	Per Diem Allowance No	Coaches How Many? Yes	Coaches How Many? No	Academic Tutoring
Football									
Basketball									
Golf									

Worksheet #[illegible]; tape to adjoining sheet

Provision of Housing Yes	Provision of Housing No	Provision of Dining Facilities Yes	Provision of Dining Facilities No	Provision of Locker Room and Other Facilities	Provision of Medical and Training Services and Facilities	Publicity	Other Comments

Worksheet [redacted] (continued)
Analysis of Athletics Program
Unit: Athletics (Men's)

(continuation of page 11; tape together)

INTERCOLLEGIATE SPORTS	Provide Specific Description: Provision of Equipment and Supplies	Provide Specific Description: Scheduling of Games and Practice Times	Travel Allowance Yes	Travel Allowance No	Per Diem Allowance Yes	Per Diem Allowance No	Coaches How Many? Yes	Coaches How Many? No	Academi Tutorin
Tennis									
Track and Field									
Wrestling									

Worksheet #[redacted]; tape to adjoining sheet

Provision of Housing Yes	Provision of Housing No	Provision of Dining Facilities Yes	Provision of Dining Facilities No	Provision of Locker Poom and Other Facilities	Provision of Medical and Training Services and Facilities	Publicity	Other Comments

Worksheet #[redacted] (continued)
Analysis of Athletics Program
Unit: Athletics (Men's)

(continuation [redacted] page 12; tape together)

INTERCOLLEGIATE SPORTS	Provide Specific Description: Provision of Equipment and Supplies	Provide Specific Description: Scheduling of Games and Practice Times	Travel Allowance Yes	Travel Allowance No	Per Diem Allowance Yes	Per Diem Allowance No	Coaches How Many? Yes	Coaches How Many? No	Academic Tutoring
Cross-Country									

Worksheet #[illegible]; tape to adjoining sheet

Provision of Housing Yes	Provision of Housing No	Provision of Dining Facilities Yes	Provision of Dining Facilities No	Provision of Locker Room and Other Facilities	Provision of Medical and Training Services and Facilities	Publicity	Other Comments
—	—	—	—				
—	—	—	—				
—	—	—	—				

Worksheet # (continued)
Analysis of Athletics Program
Unit: Athletics (Men's)

(continuation of page 13; tape together)

CLUB SPORTS	Provide Specific Description: Provision of Equipment and Supplies	Provide Specific Description: Scheduling of Games and Practice Times	Travel Allowance Yes	Travel Allowance No	Per Diem Allowance Yes	Per Diem Allowance No	Coaches How Many? Yes	Coaches How Many? No	Academi Tutorin
Skiing									
Lacrosse									
Soccer									

Worksheet [redacted]; tape to adjoining sheet

Provision of Housing Yes	Provision of Housing No	Provision of Dining Facilities Yes	Provision of Dining Facilities No	Provision of Locker Room and Other Facilities	Provision of Medical and Training Services and Facilities	Publicity	Other Comments
—	—	—	—				
—	—	—	—				
—	—	—	—				

14

Worksheet #[illegible] (continued)
Analysis of [illegible]thletics Program
Unit: Athletics (Men's)

(continuati[illegible]r page 14;
tape togeth[illegible])

CLUB SPORTS	Provide Specific Description: Provision of Equipment and Supplies	Scheduling of Games and Practice Times	Travel Allowance Yes	Travel Allowance No	Per Diem Allowance Yes	Per Diem Allowance No	Coaches How Many? Yes	Coaches How Many? No	Academic Tutoring
Field Hockey									

Worksheet #12C
CONFIDENTIAL: Compensation and Assignment of Coaches
Unit: Intercollegiate Athletics

Name of Coach	Sex	Coaching Field/s	Years of Experience	Full-Time Part-Time	Salary (12-Month Base)	Comments

Signature

Date

15

Worksheet #12D
Athletic Scholarships:* Academic Year 1975-76
Unit: Intercollegiate Athletics

Sports	Inter-collegiate	Club	PARTICIPANTS: Total Number of Students Participating	PARTICIPANTS: Male Number	PARTICIPANTS: Male Percent	PARTICIPANTS: Female Number	PARTICIPANTS: Female Percent	SCHOLARSHIP WINNERS: Total Number of Students Receiving Scholarships or Grants-in-Aid	SCHOLARSHIP WINNERS: Male Number	SCHOLARSHIP WINNERS: Male Percent	SCHOLARSHIP WINNERS: Female Number	SCHOLARSHIP WINNERS: Female Percent
Basketball												
Football												
Track and Field												
Tennis												
Wrestling												
Golf												
Cross Country												
Volleyball												
Softball												
Gymnastics												
Skiing												
Soccer												
Lacrosse												
Field Hockey												
SUMMARY TOTAL												

* Include Women's Intercollegiate Athletics Program here.

Signature

Date

Section II

Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

_____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

_____ _____

_____ _____

  b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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17

Comments: _____

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_____ _____

Signature Date

Section II (continued)
Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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18

Comments: _____

_____

_____ _____

Signature Date

Section [illegible] (continued)

Results of Analyses and Corrective Actions Projected

FORMS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
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  c. Date further analysis will be complete:

  _____

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  _____

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  _____

  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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19

Comments: _____

_____

_____ _____

Signature Date

Section [redacted] (continued)
Results of Analyses and Corrective Actions Projected

ANALYSES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
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  _____

  _____

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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20

Comments: _____

_____

_____ _____

Signature Date

Packet #13

Director, Women's Athletics

Worksheet in Packet #13

13A: Analysis of Athletics Program*

* The Analysis of Athletics Program Worksheets consists of two pages for the various sports. Pages 8-10 need to be removed from the notebook and taped together.

TITLE IX

Individual Packet of Materials

for

Institutional Self-Analysis

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(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975

Introduction

Unit: _____

Person Responsible: _____

Date Packet Distributed: _____

Projected Date of Completion of Packet: _____

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by _____.)

Packet Contents

Page

Introduction 2

Instructions 4

Implementing Regulations 6

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Analysis Description and Planning Guide Worksheets 7

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a) Policy Statements 11

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(c) *Equal opportunity.* A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics shall provide equal athletic opportunity for members of both sexes. In determining whether equal opportunities are available the Director will consider, among other factors:

(i) Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;

(ii) The provision of equipment and supplies;

(iii) Scheduling of games and practice time;

(iv) Travel and per diem allowance;

(v) Opportunity to receive coaching and academic tutoring;

(vi) Assignment and compensation of coaches and tutors;

(vii) Provision of locker rooms, practice and competitive facilities;

(viii) Provision of medical and training facilities and services;

(ix) Provision of housing and dining facilities and services;

(x) Publicity.

Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams if a recipient operates or sponsors separate teams will not constitute noncompliance with this section, but the Director may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex.

(d) *Adjustment period.* A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the elementary school level shall comply fully with this section as expeditiously as possible but in no event later than one year from the effective date of this regulation. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the secondary or post-secondary school level shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682; and Sec. 844, Education Amendments of 1974, Pub. L. 93-380, 88 Stat. 484)

Section I
Analysis Description and Planning Guide

Unit: _____

Person Responsible: _____

Persons Completing the Analysis:

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Comments: *(If applicable, include in your comments a general description of analyses and activities already underway or completed.)*

_____

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Contents of Analysis: (check all appropriate boxes)

1. Current policy statement

   ☐ Attached
   ☐ Non-existent
   ☐ Not Applicable
   ☐ Being developed; will be provided by _____ (date)

2. Current operating procedures

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

3. Forms in use

   ☐ Attached
   ☐ Not applicable; no forms exist
   ☐ Forms being revised; will be provided by _____ (date)

4. Publications in use

   ☐ Attached
   ☐ Not applicable; no publications exist
   ☐ Being developed; will be provided by _____ (date)

5. Worksheets

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

_____ _____
Signature Date

Worksheet #[redacted] tape to adjoining sheet

Provision of Housing Yes	Provision of Housing No	Provision of Dining Facilities Yes	Provision of Dining Facilities No	Provision of Locker Room and Other Facilities	Provision of Medical and Training Services and Facilities	Publicity	Other Comments

Worksheet #13A
Analysis of Athletics Program
Unit: Athletics (Women's)

(continuation of page 8; tape together)

INTERCOLLEGIATE SPORTS	Provide Specific Description: Provision of Equipment and Supplies	Provide Specific Description: Scheduling of Games and Practice Times	Travel Allowance Yes	Travel Allowance No	Per Diem Allowance Yes	Per Diem Allowance No	Coaches How Many? Yes	Coaches How Many? No	Academi Tutorin
Track									
Volleyball									
Basketball									

Worksheet #[redacted]; tape to adjoining sheet

Provision of Housing Yes	Provision of Housing No	Provision of Dining Facilities Yes	Provision of Dining Facilities No	Provision of Locker Room and Other Facilities	Provision of Medical and Training Services and Facilities	Publicity	Other Comments
—	—	—	—				
—	—	—	—				
—	—	—	—				

312

312

Worksheet #12A
Analysis of Athletics Program
Unit: Athletics (Women's)

(continuation of page 9; tape together)

INTERCOLLEGIATE SPORTS	Provide Specific Description: Provision of Equipment and Supplies	Provide Specific Description: Scheduling of Games and Practice Times	Travel Allowance Yes	Travel Allowance No	Per Diem Allowance Yes	Per Diem Allowance No	Coaches How Many? Yes	Coaches How Many? No	Academic Tutoring
Softball									
Gymnastics									

Worksheet #[redacted] tape to adjoining sheet

Provision of Housing Yes	Provision of Housing No	Provision of Dining Facilities Yes	Provision of Dining Facilities No	Provision of Locker Room and Other Facilities	Provision of Medical and Training Services and Facilities	Publicity	Other Comments

Worksheet [redacted]
Analysis of [redacted]thletics Program
Unit: Athletics (Women's)

(continuation of page 10; tape together)

CLUB SPORTS	Provide Specific Description: Provision of Equipment and Supplies	Provide Specific Description: Scheduling of Games and Practice Times	Travel Allowance Yes	Travel Allowance No	Per Diem Allowance Yes	Per Diem Allowance No	Coaches How Many? Yes	Coaches How Many? No	Academic Tutoring
Skiing									
Field Hockey									

Section II

Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

  _____

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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_____ _____

Signature Date

Section (continued)

Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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12

Comments: _____

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Signature Date

322

Section (continued)

Results of Analyses and Corrective Actions Projected

FORMS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

  _____

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  _____

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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13

Comments: _____

_____

_____ _____

Signature Date

Section (continued)

Results of Analyses and Corrective Actions Projected

ANALYSES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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14

Comments: _____

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_____ _____

Signature Date

328

327

Packet #14

Health, Physical Education and Recreation

Worksheets in Packet #14

14A: Comparable Facilities

14B: Access to Course Offerings

14C: Analysis of Course Offerings and Activities and Programs

14D: Analysis of Intramural Sports Program*

* The Analysis of Intramural Sports Program Worksheets consists of two pages for the various sports. Pages 20-23 need to be removed from the notebook and taped together.

TITLE IX

Individual Packet of Materials

for

Institutional Self-Analysis

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . "

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975

Introduction

Unit: _____

Person Responsible: _____

Date Packet Distributed: _____

Projected Date of Completion of Packet: _____

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by _____.)

Packet Contents

Page

Introduction 2

Instructions 4

Implementing Regulations 6

Section I:

Analysis Description and Planning Guide Worksheets 7

Section II:

Results of Analyses and Corrective Action Projected

a) Policy Statements 24

b) Current Operating Procedures 25

c) Forms 26

d) Analyses 27

Instructions

The contents of this packet have been prepared to assist you in completing the required self-analysis for compliance with HEW regulations for Title IX of the Education Amendments of 1972. Completion of the packet will also serve as the necessary documentation for HEW.

The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX. Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by

_____.

The Analysis of Intramural Sports Program Worksheets consists of two pages for the various sports. Pages 20-23 need to be removed from the notebook and taped together.

The second section of the packet defines the corrective action to be taken within specified time periods in order to comply fully with the regulations by July 1978. Where no corrective action is anticipated subsequent to completion of Section I of the packet, appropriate parts of Section II should be completed and returned. Where minimal corrective action is indicated, and units have determined what they plan to do, Section II can be fully completed and returned. For units desiring assistance with the projection of appropriate corrective actions it is recommended that Section I be completed and returned, and that Section II documenting changes in forms, policies, and procedures to comply with Title IX regulations be planned and executed with the assistance of the Affirmative Action/Equal Opportunity Office AFTER THE PRELIMINARY ANALYSIS IS COMPLETE AND HAS BEEN CAREFULLY EVALUATED. All sections of all packets are to be completed by _____.

It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.

§ 86.33 Comparable facilities.

A recipient may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374)

§ 86.34 Access to course offerings.

A recipient shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

(a) With respect to classes and activities in physical education at the elementary school level, the recipient shall comply fully with this section as expeditiously as possible but in no event later than one year from the effective date of this regulation. With respect to physical education classes and activities at the secondary and post-secondary levels, the recipient shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.

(b) This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

(c) This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball and other sports the purpose or major activity of which involves bodily contact.

(d) Where use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, the recipient shall use appropriate standards which do not have such effect.

(e) Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.

(f) Recipients may make requirements based on vocal range or quality which may result in a chorus or choruses of one or predominantly one sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.41 Athletics.

(a) *General.* No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club or intramural athletics offered by recipient, and no recipient shall provide any such athletics separately on such basis.

(b) *Separate teams.* Notwithstanding the requirements of paragraph (a) of this section, a recipient may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport. However, where a recipient operates or sponsors a team in a particular sport for members of one sex but operates or sponsors no such team for members of the other sex, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try-out for the team offered unless the sport involved is a contact sport. For the purposes of this part, contact sports include boxing, wrestling, rugby, ice hockey, football, basketball and other sports the purpose of major activity of which involves bodily contact.

(c) *Equal opportunity.* A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics shall provide equal athletic opportunity for members of both sexes. In determining whether equal opportunities are available the Director will consider, among other factors:

(i) Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;

(ii) The provision of equipment and supplies;

(iii) Scheduling of games and practice time;

(iv) Travel and per diem allowance;

(v) Opportunity to receive coaching and academic tutoring;

(vi) Assignment and compensation of coaches and tutors;

(vii) Provision of locker rooms, practice and competitive facilities;

(viii) Provision of medical and training facilities and services;

(ix) Provision of housing and dining facilities and services;

(x) Publicity.

Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams if a recipient operates or sponsors separate teams will not constitute noncompliance with this section, but the Director may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex.

(d) *Adjustment period.* A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the elementary school level shall comply fully with this section as expeditiously as possible but in no event later than one year from the effective date of this regulation. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the secondary or post-secondary school level shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682; and Sec. 844, Education Amendments of 1974, Pub. L. 93-380, 88 Stat. 484)

Section I
Analysis Description and Planning Guide

Unit: _____

Person Responsible: _____

Persons Completing the Analysis:

_____

_____

_____

_____

Comments: *(If applicable, include in your comments a general description of analyses and activities already underway or completed.)*

_____

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_____

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement

   ☐ Attached
   ☐ Non-existent
   ☐ Not Applicable
   ☐ Being developed; will be provided by _____ (date)

2. Current operating procedures

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

3. Forms in use

   ☐ Attached
   ☐ Not applicable; no forms exist
   ☐ Forms being revised; will be provided by _____ (date)

4. Publications in use

   ☐ Attached
   ☐ Not applicable; no publications exist
   ☐ Being developed; will be provided by _____ (date)

5. Worksheets

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

_____ _____

Signature Date

Worksheet #14A
Comparable Facilities
Unit: Health, Physical Education and Recreation

1. Are the following facilities which are provided to students separately on the basis of sex, comparable for both sexes?

   a. Toilet facilities?

      _____ Yes

      _____ No

   b. Locker room facilities?

      _____ Yes

      _____ No

   c. Shower facilities?

      _____ Yes

      _____ No

2. Describe any facilities that are not comparable:

_____

_____

_____

_____

_____

_____

_____

_____

Worksheet #14B
Access to Course Offerings
Unit: Health, Physical Education and Recreation

1. Does the Department of Health, Physical Education and Recreation provide any class or course or carry out any of its education programs or activities, or require or refuse participation in education programs or activities separately on the basis of sex?

_____ Yes

_____ No

If "Yes," please proceed to Worksheet #14C.

Worksheet #14C
Analysis of Course Offerings and Activities and Programs
Unit: Health, Physical Education and Recreation

Catalog Number	Activity Courses Title	1. Men and Women 2. Men Only 3. Women Only (Note # that Applies)	Comments

Signature

Date

Worksheet #14C (continued)
Analysis of Course Offerings and Activities and Programs
Unit: Health, Physical Education and Recreation

Activity Courses

Catalog Number	Title	1. Men and Women 2. Men Only 3. Women Only (Note # that Applies)	Comments

Signature

Date

Worksheet #14C (continued)
Analysis of Course Offerings and Activities and Programs
Unit: Health, Physical Education and Recreation

Courses Required for Teaching Major and Minor		1. Men and Women 2. Men Only 3. Women Only	
Catalog Number	Title	(Note # that Applies)	Comments

Signature _____ Date _____

Worksheet #14C (continued)
Analysis of Course Offerings and Activities and Programs
Unit: Health, Physical Education and Recreation

Courses Required for Teaching Major and Minor		1. Men and Women 2. Men Only 3. Women Only	
Catalog Number	Title	(Note # that Applies)	Comments

Signature

Date

Worksheet #14C (continued)
Analysis of Course Offerings and Activities and Programs
Unit: Health, Physical Education and Recreation

Courses Required for Composite Major in Physical Education and Health

1. Men and Women
2. Men Only
3. Women Only

Catalog Number	Title	(Note # that Applies)	Comments

Signature

Date

Worksheet #14C (continued)
Analysis of Course Offerings and Activities and Programs
Unit: Health, Physical Education and Recreation

Courses Required for
Composite Major in
Physical Education and Health

1. Men and Women
2. Men Only
3. Women Only

Catalog Number	Title	(Note # that Applies)	Comments

Signature

Date

Worksheet #14C (continued)
Analysis of Course Offerings and Activities and Programs
Unit: Health, Physical Education and Recreation

Courses Required for
Elementary Physical Education Minor
for Elementary Education Minors

1. Men and Women
2. Men Only
3. Women Only

Catalog Number	Title	(Note # that Applies)	Comments

Signature

Date

Worksheet #14C (continued)
Analysis of Course Offerings and Activities and Programs
Unit: Health, Physical Education and Recreation

Catalog Number	Courses Required for Health Education Major and Minor — Title	1. Men and Women 2. Men Only 3. Women Only (Note # that Applies)	Comments

Signature

Date

Worksheet #14C (continued)
Analysis of Course Offerings and Activities and Programs
Unit: Health, Physical Education and Recreation

Catalog Number	Courses Required for Dance Education Major and Minor — Title	1. Men and Women 2. Men Only 3. Women Only (Note # that Applies)	Comments

Signature

Date

Worksheet #14C (continued)
Analysis of Course Offerings and Activities and Programs
Unit: Health, Physical Education and Recreation

Courses Required for Recreation Education Major

1. Men and Women
2. Men Only
3. Women Only

Catalog Number	Title	(Note # that Applies)	Comments

Signature

Date

Worksheet [illegible]D; tape to adjoining sheet

Provision of Housing Yes	Provision of Housing No	Provision of Dining Facilities Yes	Provision of Dining Facilities No	Provision of Locker Room and Other Facilities	Provision of Medical and Training Services and Facilities	Publicity	Other Comments
—	—	—	—				
—	—	—	—				
—	—	—	—				

Worksheet [illegible]
Analysis of Intramural Sports Program (Men's)
Unit: Health, Physical Education and Recreation

(continuation of page 20; tape together)

INTRAMURAL SPORTS	Provide Specific Description: Provision of Equipment and Supplies	Provide Specific Description: Scheduling of Games and Practice Times	Travel Allowance Yes	Travel Allowance No	Per Diem Allowance Yes	Per Diem Allowance No	Coaches How Many? Yes	Coaches How Many? No	Academic Tutoring
Volleyball									
Basketball									
Softball									

Worksheet #4D; tape to adjoining sheet

Provision of Housing Yes	Provision of Housing No	Provision of Dining Facilities Yes	Provision of Dining Facilities No	Provision of Locker Room and Other Facilities	Provision of Medical and Training Services and Facilities	Publicity	Other Comments

Worksheet #[illegible]0
Analysis of Intramural Sports Program (Men's)
Unit: Health, Physical Education and Recreation

(continuation of page 21 tape together)

INTRAMURAL SPORTS	Provide Specific Description: Provision of Equipment and Supplies	Provide Specific Description: Scheduling of Games and Practice Times	Travel Allowance Yes	Travel Allowance No	Per Diem Allowance Yes	Per Diem Allowance No	Coaches How Many? Yes	Coaches How Many? No	Academic Tutoring
Flag Football									
Tennis									
Swimming									

Worksheet [illegible]D; tape to adjoining sheet

Provision of Housing Yes	Provision of Housing No	Provision of Dining Facilities Yes	Provision of Dining Facilities No	Provision of Locker Room and Other Facilities	Provision of Medical and Training Services and Facilities	Publicity	Other Comments
—	—	—	—				
—	—	—	—				
—	—	—	—				

Worksheet #[illegible]
Analysis of Intramural Sports Program (Women's)
Unit: Health, Physical Education and Recreation

(continuation of page 22; tape together)

INTRAMURAL SPORTS	Provide Specific Description: Provision of Equipment and Supplies	Provide Specific Description: Scheduling of Games and Practice Times	Travel Allowance Yes	Travel Allowance No	Per Diem Allowance Yes	Per Diem Allowance No	Coaches How Many? Yes	Coaches How Many? No	Academic Tutoring
Flag Football									
Tennis									
Swimming									

Worksheet [illegible]D; tape to adjoining sheet

Provision of Housing Yes	Provision of Housing No	Provision of Dining Facilities Yes	Provision of Dining Facilities No	Provision of Locker Room and Other Facilities	Provision of Medical and Training Services and Facilities	Publicity	Other Comments

Worksheet [illegible]D
Analysis o[illegible]ntramural Sports Program (Women's)
Unit: Health, Physical Education and Recreation

(continuation of page 23· tape tog[illegible]er)

INTRAMURAL SPORTS	Provide Specific Description: Provision of Equipment and Supplies	Provide Specific Description: Scheduling of Games and Practice Times	Travel Allowance Yes	Travel Allowance No	Per Diem Allowance Yes	Per Diem Allowance No	Coaches How Many? Yes	Coaches How Many? No	Academi Tutorin
Volleyball									
Basketball									
Softball									

Section II

Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

☐ 1. Non-Applicable

☐ 2. Results of analyses indicate no corrective action required

☐ 3. Further analysis required

- ☐ a. Assistance requested
- ☐ b. Assistance not needed
- c. Date further analysis will be complete:

_____

d. Person(s) conducting further analysis

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e. Description of analysis:

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☐ 4. Corrective action required

a. Person(s) taking corrective action

_____ _____

_____ _____

b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

c. Description of corrective actions(s) (Include actions already completed or in progress.)

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24

Comments: _____

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Signature _____ Date _____

364

365

Section II (continued)
Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____ _____

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  _____ _____

  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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Comments: _____

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Signature Date

Section (continued)

Results of Analyses and Corrective Actions Projected

FORMS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

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  _____

  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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26

Comments: _____

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_____ _____

Signature Date

Section (continued)

Results of Analyses and Corrective Actions Projected

ANALYSES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

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  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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27

Comments: _____

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_____ _____

Signature Date

Packet #15

Personnel Services Office/Office of Student Employment

Worksheets in Packet #15

15A: Forms in Use

15B: Recruitment, Advertising, Compensation, Job Classification

15C: Student Employment Analysis

15D: Publications/Brochures Evaluation Form

TITLE IX

Individual Packet of Materials

for

Institutional Self-Analysis

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . "

PURPOSE: Conduct the self-analysis required by regulations for Title IX of the Education Amendments Act of 1972.

"Each recipient education institution shall, within one year of the effective date of the Part:

(i) evaluate . . . its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

(iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices."

Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975

Introduction

Unit: _____

Person Responsible: _____

Date Packet Distributed: _____

Projected Date of Completion of Packet: _____

(All Packets must be returned to the Affirmative Action/Equal Opportunity Office by _____.)

Packet Contents

Page

Introduction 2

Instructions 4

Implementing Regulations 6

Section I:

Analysis Description and Planning Guide Worksheets 8

Section II:

Results of Analyses and Corrective Action Projected

a) Policy Statements 13

b) Current Operating Procedures 14

c) Forms 15

d) Publications/Brochures Analysis 16

e) Analyses 17

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The purpose of the first section of the packet is to assess where in your operation you may need to take corrective action to comply with the provisions of Title IX. Therefore, Section I of the packet requests current policy statements, procedures, forms in use, and analyses. Policy statements, procedures, and forms should be reviewed to ascertain whether or not they need to be revised to meet the requirements of Title IX. Worksheets are provided for the required analyses. On each worksheet the source of the data used in preparation of the analysis is to be defined; where possible, data from fall quarter, 1975, should be used. Otherwise data from 1974 will be acceptable. Section I of the packet is to be returned to the Affirmative Action/Equal Opportunity Office by

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It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.

Subpart E—Discrimination on the Basis of Sex in Employment in Education Programs and Activities Prohibited

§ 86.51 Employment.

(a) *General.* (1) No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, or recruitment, consideration, or selection therefor, whether full-time or part-time, under any education program or activity operated by a recipient which receives or benefits from Federal financial assistance.

(2) A recipient shall make all employment decisions in any education program or activity operated by such recipient in a nondiscriminatory manner and shall not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant's or employee's employment opportunities or status because of sex.

(3) A recipient shall not enter into any contractual or other relationship which directly or indirectly has the effect of subjecting employees or students to discrimination prohibited by this Subpart, including relationships with employment and referral agencies, with labor unions, and with organizations providing or administering fringe benefits to employees of the recipient.

(4) A recipient shall not grant preferences to applicants for employment on the basis of attendance at any educational institution or entity which admits as students only or predominantly members of one sex, if the giving of such preferences has the effect of discriminating on the basis of sex in violation of this part.

(b) *Application.* The provisions of this subpart apply to:

(1) Recruitment, advertising, and the process of application for employment;

(2) Hiring, upgrading, promotion, consideration for and award of tenure, demotion, transfer, layoff, termination, application of nepotism policies, right of return from layoff, and rehiring;

(3) Rates of pay or any other form of compensation, and changes in compensation;

(4) Job assignments, classifications and structure, including position descriptions, lines of progression, and seniority lists;

(5) The terms of any collective bargaining agreement;

(6) Granting and return from leaves of absence, leave for pregnancy, childbirth, false pregnancy, termination of pregnancy, leave for persons of either sex to care for children or dependents, or any other leave;

(7) Fringe benefits available by virtue of employment, whether or not administered by the recipient;

(8) Selection and financial support for training, including apprenticeship, professional meetings, conferences, and other related activities, selection for tuition assistance, selection for sabbaticals and leaves of absence to pursue training;

(9) Employer-sponsored activities, including social or recreational programs; and

(10) Any other term, condition, or privilege of employment.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.52 Employment criteria.

A recipient shall not administer or operate any test or other criterion for any employment opportunity which has a disproportionately adverse effect on persons on the basis of sex unless:

(a) Use of such test or other criterion is shown to predict validly successful performance in the position in question; and

(b) Alternative tests or criteria for such purpose, which do not have such disproportionately adverse effect, are shown to be unavailable.

§ 86.53 Recruitment.

(a) *Nondiscriminatory recruitment and hiring.* A recipient shall not discriminate on the basis of sex in the recruitment and hiring of employees. Where a recipient has been found to be presently discriminating on the basis of sex in the recruitment or hiring of employees, or has been found to have in the past so discriminated, the recipient shall recruit members of the sex so discriminated against so as to overcome the effects of such past or present discrimination.

(b) *Recruitment patterns.* A recipient shall not recruit primarily or exclusively at entities which furnish as applicants only or predominantly members of one sex if such actions have the effect of discriminating on the basis of sex in violation of this subpart.

§ 86.54 Compensation.

A recipient shall not make or enforce any policy or practice which, on the basis of sex:

(a) Makes distinctions in rates of pay or other compensation;

(b) Results in the payment of wages to employees of one sex at a rate less than that paid to employees of the opposite sex for equal work on jobs the performance of which requires equal skill, effort, and responsibility, and which are performed under similar working conditions.

§ 86.55 Job classification and structure.

A recipient shall not:

(a) Classify a job as being for males or for females;

(b) Maintain or establish separate lines of progression, seniority lists, career ladders, or tenure systems based on sex; or

(c) Maintain or establish separate lines of progression, seniority systems, career ladders, or tenure systems for similar jobs, position descriptions, or job requirements which classify persons on the basis of sex, unless sex is a bona-fide occupational qualification for the positions in question as set forth in § 86.51.

§ 86.56 Fringe benefits.

(a) *"Fringe benefits" defined.* For purposes of this part, "fringe benefits" means: any medical, hospital, accident, life insurance or retirement benefit, service, policy or plan, any profit-sharing or bonus plan, leave, and any other benefit or service of employment not subject to the provision of § 86.54.

(b) *Prohibitions.* A recipient shall not:

(1) Discriminate on the basis of sex with regard to making fringe benefits available to employees or make fringe benefits available to spouses, families, or dependents of employees differently upon the basis of the employee's sex;

(2) Administer, operate, offer, or participate in a fringe benefit plan which does not provide either for equal periodic benefits for members of each sex, or for equal contributions to the plan by such recipient for members of each sex; or

(3) Administer, operate, offer, or participate in a pension or retirement plan which establishes different optional or compulsory retirement ages based on sex or which otherwise discriminates in benefits on the basis of sex.

§ 86.57 Marital or parental status.

(a) *General.* A recipient shall not apply any policy or take any employment action:

(1) Concerning the potential marital, parental, or family status of an employee or applicant for employment which treats persons differently on the basis of sex; or

(2) Which is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

(b) *Pregnancy.* A recipient shall not discriminate against or exclude from employment any employee or applicant for employment on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.

(c) *Pregnancy as a temporary disability.* A recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom and any temporary disability resulting therefrom as any other temporary disability for all job related purposes, including commencement, duration and extensions of leave, payment of disability income, accrual of seniority and any other benefit or service, and reinstatement, and under any fringe benefit offered to employees by virtue of employment.

(d) *Pregnancy leave.* In the case of a recipient which does not maintain a leave policy for its employees, or in the case of an employee with insufficient leave or accrued employment time to qualify for leave under such a policy, a recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom as a justification for a leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status which she held when the leave began or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

§ 86.58 Effect of State or local law or other requirements.

(a) *Prohibitory requirements.* The obligation to comply with this subpart is not obviated or alleviated by the existence of any State or local law or other requirement which imposes prohibitions or limits upon employment of members of one sex which are not imposed upon members of the other sex.

(b) *Benefits.* A recipient which provides any compensation, service, or benefit to members of one sex pursuant to a State or local law or other requirement shall provide the same compensation, service, or benefit to members of the other sex.

§ 86.59 Advertising.

A recipient shall not in any advertising related to employment indicate preference, limitation, specification, or discrimination based on sex unless sex is a *bona-fide* occupational qualification for the particular job in question.

§ 86.60 Pre-employment inquiries.

(a) *Marital status.* A recipient shall not make pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is "Miss or Mrs."

(b) *Sex.* A recipient may make pre-employment inquiry as to the sex of an applicant for employment, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.

§ 86.61 Sex as a bona-fide occupational qualification.

A recipient may take action otherwise prohibited by this subpart provided it is shown that sex is a bona-fide occupational qualification for that action, such that consideration of sex with regard to such action is essential to successful operation of the employment function concerned. A recipient shall not take action pursuant to this section which is based upon alleged comparative employment characteristics or stereotyped characterizations of one or the other sex, or upon preference based on sex of the recipient, employees, students, or other persons, but nothing contained in this section shall prevent a recipient from considering an employee's sex in relation to employment in a locker room or toilet facility used only by members of one sex.

§ 86.38 Employment assistance to students.

(a) *Assistance by recipient in making available outside employment.* A recipient which assists any agency, organization or person in making employment available to any of its students:

(1) Shall assure itself that such employment is made available without discrimination on the basis of sex; and

(2) Shall not render such services to any agency, organization, or person which discriminates on the basis of sex in its employment practices.

(b) *Employment of students by recipients.* A recipient which employs any of its students shall not do so in a manner which violates Subpart E.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

Section I
Analysis Description and Planning Guide

Unit: _____

Person Responsible: _____

Persons Completing the Analysis:

_____

_____

_____

_____

Comments: *(If applicable, include in your comments a general description of analyses and activities already underway or completed.)*

_____

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Contents of Analysis: (check all appropriate boxes)

1. Current policy statement

   ☐ Attached
   ☐ Non-existent
   ☐ Not Applicable
   ☐ Being developed; will be provided by _____ (date)

2. Current operating procedures

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

3. Forms in use

   ☐ Attached
   ☐ Not applicable; no forms exist
   ☐ Forms being revised; will be provided by _____ (date)

4. Publications in use

   ☐ Attached
   ☐ Not applicable; no publications exist
   ☐ Being developed; will be provided by _____ (date)

5. Worksheets

   ☐ Attached
   ☐ Not applicable
   ☐ Being developed; will be provided by _____ (date)

_____ _____
Signature Date

Worksheet #15A
Forms in Use
Unit: Personnel Services Office/Office of Student Employment

1. Please complete the following table:

Names of Forms Used by Personnel Services that are Completed by Students Seeking Employment	Is Marital Status Asked on Form? Yes/No	Is Parental Status Asked on Form? Yes/No

Signature _____ Date _____

Worksheet #15B
Recruitment, Advertising, Compensation, Job Classification
Unit: Personnel Services Office/Office of Student Employment

1. Please describe how students are informed of the availability of on-campus and off-campus part-time or temporary employment. Please include any pertinent written information.

2. If recruitment or advertising is conducted for part-time or temporary student employment, please describe:

3. Does the University make any distinctions in rates of pay or other compensation to its student employees by sex?

_____ Yes

_____ No

If yes, please describe:

Worksheet #15B (continued)
Recruitment, Advertising, Compensation, Job Classification
Unit: Personnel Services Office/Office of Student Employment

4. In making employment available to University students, does the Personnel Services Office/Office of Student Employment classify a job as being for males or females?

_____ Yes

_____ No

If yes, please explain:

_____

_____

_____

5. What steps has the Personnel Services Office/Office of Student Employment taken to ensure that any agencies, organizations, or persons which are assisted by the University in informing students of off-campus employment do not discriminate on the basis of sex? Please describe.

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_____ _____

Signature Date

Worksheet #15C
Student Employment Analysis* (1975-1976)
Unit: Personnel Services

Part-Time Payroll Employees (Students)

Campus Units	UNDERGRADUATE Total Number	Male Number	Male Percent	Female Number	Female Percent	GRADUATE** Total Number	Male Number	Male Percent	Female Number	Female Percent
College of Agriculture										
College of Business										
College of Education										
College of Engineering										
College of Family Life										
College of Humanities, Arts & Social Sciences										
College of Natural Resources										
College of Science										
Central Administration										
Academic Support (Library)										
Auxiliaries										
Business Services										
Extension										
Physical Plant										
TOTALS										

* This information may be available in the Affirmative Action/Equal Opportunity Office.
** Includes only those on payroll; graduate assistants are documented in Packet 9.

Signature

Date

Section II
Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

_____

  d. Person(s) conducting further analysis

_____

_____

_____

  e. Description of analysis:

_____

_____

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_____

☐ 4. Corrective action required
  a. Person(s) taking corrective action

_____ _____

_____ _____

  b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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13

Comments: _____

_____

_____ _____

Signature Date

Section (continued)

Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

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  _____

  e. Description of analysis:

  _____

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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14

Comments: _____

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_____ _____

Signature Date

Section (continued)

Results of Analyses and Corrective Actions Projected

FORMS

☐ 1. Non-Applicable

☐ 2. Results of analyses indicate no corrective action required

☐ 3. Further analysis required

- ☐ a. Assistance requested
- ☐ b. Assistance not needed
- c. Date further analysis will be complete:

_____

d. Person(s) conducting further analysis

_____

_____

_____

e. Description of analysis:

_____

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☐ 4. Corrective action required

a. Person(s) taking corrective action

_____ _____

_____ _____

b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

c. Description of corrective actions(s) (Include actions already completed or in progress.)

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15

Comments: _____

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_____ _____

Signature Date

Section [redacted] (continued)
Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

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16

Comments: _____

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_____ _____

Signature Date

392

393

Section [illegible] (continued)
Results of Analyses and Corrective Actions Projected

ANALYSES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

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  _____

  _____

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  e. Description of analysis:

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☐ 4. Corrective action required
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  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

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  _____

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Comments: _____

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_____ _____
Signature Date

Packet #16

Academic Deans

Worksheets in Packet #16

16A: Admission of Students to Graduate Programs: Policy and Procedure

16B: Forms in Use

16C: Programs not Operated by Recipient

16D: Access to Course Offerings

16E: Financial Assistance

16F: Financial Assistance Restricted to Members of a Particular Sex

16G: Publications/Brochures Evaluation Form

Note: One complete packet is being supplied. Please duplicate a copy for each academic college at your university.

TITLE IX

Individual Packet of Materials

for

Institutional Self-Analysis

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(ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and

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Section 86.3(c)
Title IX of the Education Amendments of 1972

PREPARED BY:

Affirmative Action/Equal Opportunity Office
Utah State University

November 1975

Introduction

Unit: _____

Person Responsible: _____

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Page

Introduction 2

Instructions 4

Implementing Regulations 6

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It is suggested that both female and male staff in your unit be assigned to work on the self-evaluation analyses included in your packet.

Subpart C—Discrimination on the Basis of Sex in Admission and Recruitment Prohibited

§ 86.21 Admission.

(a) *General.* No person shall, on the basis of sex, be denied admission, or be subjected to discrimination in admission, by any recipient to which this subpart applies, except as provided in §§ 86.16 and 86.17.

(b) *Specific prohibitions.* (1) In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this Subpart applies shall not:

(i) Give preference to one person over another on the basis of sex, by ranking applicants separately on such basis, or otherwise;

(ii) Apply numerical limitations upon the number or proportion of persons of either sex who may be admitted; or

(iii) Otherwise treat one individual differently from another on the basis of sex.

(2) A recipient shall not administer or operate any test or other criterion for admission which has a disproportionately adverse effect on persons on the basis of sex unless the use of such test or criterion is shown to predict validly success in the education program or activity in question and alternative tests or criteria which do not have such a disproportionately adverse effect are shown to be unavailable.

(c) *Prohibitions relating to marital or parental status.* In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this subpart applies:

(1) Shall not apply any rule concerning the actual or potential parental, family, or marital status of a student or applicant which treats persons differently on the basis of sex;

(2) Shall not discriminate against or exclude any person on the basis of pregnancy, childbirth, termination of pregnancy, or recovery therefrom, or establish or follow any rule or practice which so discriminates or excludes;

(3) Shall treat disabilities related to pregnancy, childbirth, termination of pregnancy, or recovery therefrom in the same manner and under the same policies as any other temporary disability or physical condition; and

(4) Shall not make pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is "Miss" or "Mrs." A recipient may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.22 Preference in admission.

A recipient to which this subpart applies shall not give preference to applicants for admission, on the basis of attendance at any educational institution or other school or entity which admits as students or predominantly members of one sex, if the giving of such preference has the effect of discriminating on the basis of sex in violation of this subpart.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.23 Recruitment.

(a) *Nondiscriminatory recruitment.* A recipient to which this subpart applies shall not discriminate on the basis of sex in the recruitment and admission of students. A recipient may be required to undertake additional recruitment efforts for one sex as remedial action pursuant to § 86.3(a), and may choose to undertake such efforts as affirmative action pursuant to § 86.3(b).

(b) *Recruitment at certain institutions.* A recipient to which this subpart applies shall not recruit primarily or exclusively at educational institutions, schools or entities which admit as students only or predominantly members of one sex, if such actions have the effect of discriminating on the basis of sex in violation of this subpart.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§§ 86.24–86.30 [Reserved]

Subpart D—Discrimination on the Basis of Sex in Education Programs and Activities Prohibited

§ 86.31 Education programs and activities.

(a) *General.* Except as provided elsewhere in this part, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient which receives or benefits from Federal financial assistance. This subpart does not apply to actions of a recipient in connection with admission of its students to an education program or activity of (1) a recipient to which Subpart C does not apply, or (2) an entity, not a recipient, to which Subpart C would not apply if the entity were a recipient.

(b) *Specific prohibitions.* Except as provided in this subpart, in providing any aid, benefit, or service to a student, a recipient shall not, on the basis of sex:

(1) Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;

(2) Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;

(3) Deny any person any such aid, benefit, or service;

(4) Subject any person to separate or different rules of behavior, sanctions, or other treatment;

(5) Discriminate against any person in the application of any rules of appearance;

(6) Apply any rule concerning the domicile or residence of a student or applicant, including eligibility for in-state fees and tuition;

(7) Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;

(8) Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

(c) *Assistance administered by a recipient educational institution to study at a foreign institution.* A recipient educational institution may administer or assist in the administration of scholarships, fellowships; or other awards established by foreign or domestic wills, trusts, or similar legal instruments, or by acts of foreign governments and restricted to members of one sex, which are designed to provide opportunities to study abroad, and which are awarded to students who are already matriculating at or who are graduates of the recipient institution; *Provided*, a recipient educational institution which administers or assists in the administration of such scholarships, fellowship, or other awards which are restricted to members of one sex provides, or otherwise makes available reasonable opportunities for similar studies for members of the other sex. Such opportunities may be derived from either domestic or foreign sources.

(d) *Programs not operated by recipient.* (1) This paragraph applies to any recipient which requires participation by any applicant, student, or employee in any education program or activity not operated wholly by such recipient, or which facilitates, permits, or considers such participation as part of or equivalent to an education program or activity operated by such recipient, including participation in educational consortia and cooperative employment and student-teaching assignments.

(2) Such recipient;

(i) Shall develop and implement a procedure designed to assure itself that the operator or sponsor of such other education program or activtiy takes no action affecting any applicant, student, or employee of such recipient which this part would prohibit such recipient from taking; and

(ii) Shall not facilitate, require, permit, or consider such participation if such action occurs.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.34 Access to course offerings.

A recipient shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

(a) With respect to classes and activities in physical education at the elementary school level, the recipient shall comply fully with this section as expeditiously as possible but in no event later than one year from the effective date of this regulation. With respect to physical education classes and activities at the secondary and post-secondary levels, the recipient shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.

(b) This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

(c) This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball and other sports the purpose or major activity of which involves bodily contact.

(d) Where use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, the recipient shall use appropriate standards which do not have such effect.

(e) Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.

(f) Recipients may make requirements based on vocal range or quality which may result in a chorus or choruses of one or predominantly one sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.37 Financial assistance.

(a) *General.* Except as provided in paragraphs (b) and (c) of this section, in providing financial assistance to any of its students, a recipient shall not: (1) On the basis of sex, provide different amount or types of such assistance, limit eligibility for such assistance which is of any particular type or source, apply different criteria, or otherwise discriminate; (2) through solicitation, listing, approval, provision of facilities or other services, assist any foundation, trust, agency, organization, or person which provides assistance to any of such recipient's students in a manner which discriminates on the basis of sex; or (3) apply any rule or assist in application of any rule concerning eligibility for such assistance which treats persons of one sex differently from persons of the other sex with regard to marital or parental status.

(b) *Financial aid established by certain legal instruments.* (1) a recipient may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established pursuant to domestic or foreign wills, trusts, bequests, or similar legal instruments or by acts of a foreign government which requires that awards be made to members of a particular sex specified therein; *Provided*, that the overall effect of the award of such sex-restricted scholarships, fellowships, and other forms of financial assistance does not discriminate on the basis of sex.

(2) To ensure nondiscriminatory awards of assistance as required in subparagraph (b)(1) of this paragraph, recipients shall develop and use procedures under which:

(i) Students are selected for award of financial assistance on the basis of nondiscriminatory criteria and not on the basis of availability of funds restricted to members of a particular sex;

(ii) An appropriate sex-restricted scholarship, fellowship, or other form of financial assistance is allocated to each student selected under subparagraph (b)(2)(i) of this paragraph; and

(iii) No student is denied the award for which he or she was selected under subparagraph (b)(2)(i) of this paragraph because of the absence of a scholarship, fellowship, or other form of financial assistance designated for a member of that student's sex.

(c) *Athletic scholarships.* (1) To the extent that a recipient awards athletic scholarships or grants-in-aid, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics.

(2) Separate athletic scholarships or grants-in-aid for members of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with this paragraph and § 86.41 of this part.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682; and Sec. 844, Education Amendments of 1974, Pub. L. 93-380, 88 Stat. 484)

§ 86.40 Marital or parental status.

(a) *Status generally.* A recipient shall not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.

(b) *Pregnancy and related conditions.* (1) A recipient shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.

(2) A recipient may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

(3) A recipient which operates a portion of its education program or activity separately for pregnant students, admittance to which is completely voluntary on the part of the student as provided in paragraph (b)(1) of this section shall ensure that the instructional program in the separate program is comparable to that offered to non-pregnant students.

(4) A recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom in the same manner and under the same policies as any other temporary disability with respect to any medical or hospital benefit, service, plan or policy which such recipient administers, operates, offers, or participates in with respect to students admitted to the recipient's educational program or activity.

(5) In the case of a recipient which does not maintain a leave policy for its students, or in the case of a student who does not otherwise qualify for leave under such a policy, a recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom as a justification for a leave of absence for so long a period of time as is deemed medically necessary by the student's physician, at the conclusion of which the student shall be reinstated to the status which she held when the leave began.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

Section I
Analysis Description and Planning Guide

Unit: _____

Person Responsible: _____

Persons Completing the Analysis:

_____

_____

_____

_____

Comments: *(If applicable, include in your comments a general description of analyses and activities already underway or completed.)*

_____

_____

_____

_____

_____

_____

_____

Contents of Analysis: (check all appropriate boxes)

1. Current policy statement

☐ Attached
☐ Non-existent
☐ Not Applicable
☐ Being developed; will be provided by _____ (date)

2. Current operating procedures

☐ Attached
☐ Not applicable
☐ Being developed; will be provided by _____ (date)

3. Forms in use

☐ Attached
☐ Not applicable; no forms exist
☐ Forms being revised; will be provided by _____ (date)

4. Publications in use

☐ Attached
☐ Not applicable; no publications exist
☐ Being developed; will be provided by _____ (date)

5. Worksheets

☐ Attached
☐ Not applicable
☐ Being developed; will be provided by _____ (date)

Signature _____ Date _____

Worksheet #16A
Admission of Students to Graduate Program: Policy and Procedure
Unit: College of _____

1. Please complete the following chart:

Names of Tests Required to be Taken by Applicants Prior to Admission to Graduate Program	Is Test Validated Against any Sex Bias? Yes/No (Please Attach Documentation)

2. Does your college numerically limit or rank by sex any applicants for admission to graduate programs in any department?

   _____ Yes

   _____ No

3. In advertising or disseminating information about graduate degree programs, do any departments within your college utilize flyers, posters, brochures, memoranda, letters, etc.

   _____ Yes

   _____ No

   If "Yes," please complete worksheet #16H--Brochures/Publications Evaluation Form.

_____ _____
Signature Date

Worksheet #16B
Forms in Use
Unit: College of _____

Please list names of all forms originating in your college and in departments within your college that are completed by students or prospective students:

Name	Does Form ask for Marital Status? Yes/No	Does Form ask for Parental Status? Yes/No

_____ _____
Signature Date

Worksheet #16C
Programs not Operated by Recipient
Unit: College of _____

1. Does your college, or departments within your college, require participation by an applicant, student, or employee in any education program or activity not operated wholly by your university or college (examples: educational consortia, cooperative employment, student teaching assignments)?

_____ Yes

_____ No

If "Yes," please answer the following: Does this requirement include participation in:

a) educational consortia?

_____ Yes

_____ No

b) cooperative employment?

_____ Yes

_____ No

c) student teaching?

_____ Yes

_____ No

If you answered "Yes" to any of the above, have these cooperating institutions, consortia, etc., assured your college and departments in writing that selection and placement of University students take place without regard to sex?

_____ Yes

_____ No

(Please attach any correspondence or comments.)

_____ _____
Signature Date

Worksheet #16D
Access to Course Offerings
Unit: College of _____

1. Does your college, or departments within your college, provide any course or carry out any of its education programs or activities, or require or refuse participation in any education programs or activities on the basis of sex?

   _____ Yes

   _____ No

   If "Yes," please describe fully or attach written description.

_____ _____
Signature Date

Worksheet #16E
Financial Assistance
Unit: College of _____

The following questions and worksheets apply specifically to those types of financial assistance that are administered only by the academic colleges and not through Financial Aids.

1. How are students and prospective students notified of available financial assistance (scholarships, loans, awards, grants) that is administered through your college (please describe; include any pertinent written information such as brochures, memoranda, letters, etc.).

_____

_____

_____

_____

_____

2. How do eligible students apply for this financial assistance?

_____

_____

_____

_____

_____

Worksheet #16E
Financial Assistance
Unit: College of _____

3. How are students' applications for financial assistance evaluated, and how are final decisions made?

_____

_____

_____

_____

_____

4. Does your college administer any financial assistance to students that is restricted to members of a particular sex?

_____ Yes

_____ No

_____ _____
Signature Date

Worksheet #16F
Financial Assistance Analysis (1975-76 School Year)
Unit: College of _____

FINANCIAL AID		RECIPIENTS			
Names of Scholarships, Loans, Awards, Etc.	Sex Restricted? 1. Male Only 2. Female Only 3. Male & Female	Male	Female	Dollar Value	Comments

Total Number of Non-Sex-Restricted Scholarships, etc.	# Awarded to Males	# Awarded to Females	Total Number of Sex-Restricted Scholarships, etc.	# Awarded to Males	# Awarded to Females
Dollar Amount	Dollar Amount	Dollar Amount	Dollar Amount	Dollar Amount	Dollar Amount
411 $	$	$	$	$	$ 412

Signature _____ Date _____

Worksh[illegible] #16G
Publica[illegible]ons/Brochures Evaluation Form
Unit: College of _____

Name of Publication: _____ Date Published: _____
Purpose of the Publication: _____
Unit Disseminating the Publication: _____

CRITERIA*	TEXT				PHOTOGRAPHS			
	Outstanding	Acceptable	Not Acceptable	Not Applicable	Outstanding	Acceptable	Not Acceptable	Not Applicable
Roles of Men and Women								
1. Men and women are treated as people with common attributes; neither sex is assigned arbitrary, stereotyped roles.								
2. Girls and boys are shown as having diversified career options.								
3. Women are depicted in a wide variety of professions.								
4. Women and girls are shown as active participants with men and boys, not as passive observers.								
Portrayals of Men and Women								
5. Women and men are portrayed with approximately equal frequency.								
6. Women and girls are shown as having the same abilities, interests, and ambitions as men and boys.								
7. Women are shown as independent, active, strong, competent, capable of making decisions, serious-minded, and successful.								
8. Women and men are treated with the same respect and dignity.								
9. In recruiting materials, women are equally sought after as men.								
10. Women are portrayed as positive role models.								
Language Considerations:								
11. Use of language includes both men and women, and is non-sexist.								
12. When possible, the pronouns he, him, and his are replaced by he or she, one, you, her or his, or the plurals they or them.								
13. Use of the generic term "men" is shown to include women through pictures and examples.								
Ethnic Minorities								
14. Ethnic minority group members are portrayed in numbers appropriate to their representation in the population.								
15. Ethnic minorities are depicted positively as citizens, students, and potential students.								

* Based upon McGraw Hill Book Company's guidelines for their publications.

Signature _____ Date _____

Section III
Results of Analyses and Corrective Actions Projected

POLICY STATEMENTS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

_____

  d. Person(s) conducting further analysis

_____

_____

_____

  e. Description of analysis:

_____

_____

_____

_____

_____

_____

_____

☐ 4. Corrective action required
  a. Person(s) taking corrective action

_____ _____

_____ _____

  b. Time frame for corrective action:

Beginning Date: _____

Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

_____

_____

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_____

_____

Comments: _____

_____

_____ _____

Signature Date

415

416

17

Section I (continued)
Results of Analyses and Corrective Actions Projected

CURRENT OPERATING PROCEDURES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

  _____

  _____

  _____

  _____

  _____

  _____

  _____

☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

  _____

  _____

  _____

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18

Comments: _____

_____

Signature _____ Date _____

417

418

Section II (Continued)

Results of Analyses and Corrective Actions Projected

FORMS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

  _____

  _____

  _____

  _____

  _____

  _____

  _____

☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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19

Comments: _____

_____

_____ _____

Signature Date

410 420

Section [redacted] (continued)

Results of Analyses and Corrective Actions Projected

PUBLICATIONS/BROCHURES ANALYSIS

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

  _____

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☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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20

Comments: _____

_____

_____ _____

Signature Date

421 422

Section [redacted] (continued)

Results of Analyses and Corrective Actions Projected

ANALYSES

☐ 1. Non-Applicable
☐ 2. Results of analyses indicate no corrective action required
☐ 3. Further analysis required
  ☐ a. Assistance requested
  ☐ b. Assistance not needed
  c. Date further analysis will be complete:

  _____

  d. Person(s) conducting further analysis

  _____

  _____

  _____

  e. Description of analysis:

  _____

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  _____

☐ 4. Corrective action required
  a. Person(s) taking corrective action

  _____ _____

  _____ _____

  b. Time frame for corrective action:

  Beginning Date: _____

  Ending Date: _____

  c. Description of corrective actions(s) (Include actions already completed or in progress.)

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21

Comments: _____

_____

_____ _____

Signature Date